

Moral purpose

‘To unlock students’ academic and personal potential’

Our mathematics journey and rationale for change

WAT’s Maths Curriculum has previously been co-constructed by leaders and staff from across our family of schools. Over the last few years we have sharpened the content so that it is ambitious, challenging and exciting for all pupils. The next step in this process is adopting a research driven, evidence based approach.

There has been some positive work on improving outcomes in mathematics, but we want the best for pupils and to push our expectations even further. Headteachers and subject leads have been part of the journey to look at the best teaching approaches and resources available. Maths Mastery has a proven track record of delivering high impact on teacher subject knowledge and pupils’ attainment in mathematics.

It’s been designed to give our young people the knowledge, skills and understanding to be successful in learning and in life. Research conducted by the EEF has shown that it can boost a child’s progress by up to one month per year on the programme.

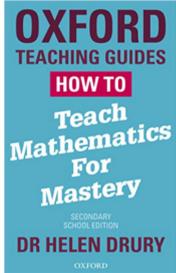
In addition to this, feedback from schools currently using the programme shows that Maths Mastery deepens pupils’ understanding of mathematical concepts, boosts pupils’ enjoyment of Maths and leads to an improvement in Maths teaching.

We will fully embrace the ethos and approach of Maths Mastery, with the intention of embedding this fully across our family of schools.

Why Maths Mastery?



- **Success for all** through high expectations
- **Deep conceptual understanding** - using and making connections between concepts
- **Confidently solving problems** in unfamiliar contexts
- High-quality **CPL** for staff – vast and precise
- **Planning and resource** support for teachers
- At least **1 month additional progress** per year.



Windsor Academy Trust
Unlocking academic and personal potential

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How is the curriculum designed?

The Mathematics Mastery curriculum is cumulative - each school year begins with a focus on the concepts and skills that have the most connections, these concepts are then applied and connected throughout the school year to consolidate learning. This gives pupils the opportunity to 'master maths'; by using previous learning throughout the school year, they are able to develop mathematical fluency and conceptual understanding.

The Maths Mastery curriculum is designed to make sure that the requirements of the 2014 National Curriculum for England are fully met. Each year's curriculum includes all of the National Curriculum objectives for that year, plus a small number from the year above – usually from number – the objectives chosen will help pupils build connections in their learning.

Due to a heavy focus on number, there are some concepts which appear only once in a year (for example, time, shape and money) with the expectation for this content to be revisited and consolidated regularly during daily Maths Meetings.

The Aspire Framework and the Mathematics Mastery Curriculum



Our Aspire learning skills and character virtues are 'caught, sought and taught' throughout the curriculum. Part of our mission is to ensure that our children have the metacognitive skills (learning to learn) to be successful in learning and in life.

Throughout the programme, children will have the chance to demonstrate the full range of character virtues and learner skills via independent study, pair and group work, formal and low stakes testing and problem solving and reasoning activities.

How is the Maths Mastery curriculum powered up by iPads for Learning?

Digital technology is used to power up the curriculum where meaningful opportunities arise. Year groups are already using iPads for Learning to consolidate and accelerate their learning with regular practise on our Trust-wide subscribed APPs such as TTRS, Numbot and IXL.