

## Greater Depth Statement - Maths

At Preston Primary, pupils working at 'Greater Depth' in Maths are typically able to show a **deep conceptual understanding** of their learning - appropriate to their respective ages.

Pupils at Preston are judged to be working at Greater Depth if they can **consistently** and **independently**:

- reason, explain and justify their thinking and opinions
- apply their learning in different contexts and make relevant connections within and between subjects
- prove/disprove/conjecture
- discuss 'why?', 'what if?', 'how else?'
- make generalisations
- solve multi-step and more complex problems
- work with concepts in the abstract including in unfamiliar situations
- represent a concept in multiple ways

Accordingly, we do **NOT** regard the following abilities as 'Greater Depth' learning:

- using bigger/more complex words
- using longer texts
- using bigger numbers
- working fluently with a procedure/method
- doing more pages/greater volume of work
- getting more work ticked as correct in books
- working at the next year's content
- achieving a tick list of 'can do's'

Pupils at Preston Primary working at '**mastery**' level are deemed to have:

- procedural fluency - 'mastery' pupils are able to consistently show confidence and speed of recall in relation to relevant subject knowledge, methods and facts
- the ability to work confidently with a concept when re-visiting it after a period of time.
- the ability to independently and confidently achieve the vast majority of age related expectations outlined in the National Curriculum.

