

Intent:

We believe all children can be successful in Maths through high quality teaching through the Maths Mastery approach.

We strive for children to be fluent in the essentials of Maths so that they can recall and apply knowledge rapidly and accurately. They will have a strong knowledge of relationships in Maths to solve problems - including in unfamiliar contexts and real-life scenarios – using a range of methods. Children will be taught content from their year only, consolidating and deepening the learning, becoming masters of the content, applying and being creative with new knowledge in multiple methods.

The curriculum in Maths:

We follow the mixed-age curriculum in White Rose Maths to ensure age-appropriate learning takes place following our skills progression document.

We use concrete resources, such as Base 10 and two-sided counters to support and additional challenge tasks from Deepening Understanding to challenge our Greater Depth.

We use technology and our subscriptions to Numbots (KS1) and TimesTable Rockstars (KS2) alongside our daily 15 minutes of teaching arithmetic to develop fluency.

Focus actions for 2021/2022:

(Taken from the last OFSTED report)

1. To stretch and challenge our higher attaining children through additional challenge tasks.
2. To continue to fill the gaps in children’s knowledge through daily fluency.
3. Develop the quality of teaching through drop ins, team teaching, modelling and CPD.

Implementation:

- Each half term follows a new topic. This is taught for one session every day.
- A clear pathway of age-appropriate learning ensures the correct pitch and expectation across different year groups.
- Learning environment follows ‘Concrete’, ‘Pictorial’ and ‘Abstract’ Maths Mastery approach with LO and vocabulary.
- Pupil voice surveys to evaluate, inform and develop T&L in Maths.
- Staff Meetings to develop subject knowledge in Maths.
- CPD to train subject lead.

What does our planning include?

- Lessons sequence of how this lesson fits into the bigger picture of the project.
- Flashback 4 – Revisiting the curriculum
- Differentiation through concrete resources, questioning and task.
- A lot of partner talk and choral response.

What approaches to T&L do we use?

- Adapted Rosenshine principles which are outlined on our short term planning template.
- Quizzes
- Partner/group talk during whole class teaching.
- Concrete resources
- Spaced learning for daily fluency
- Technology to develop fluency

How do we provide feedback for children? ---

- Live marking is a strategy used by teachers and LSAs.
- Stickers marking policy to differentiate the work.
- End of topic assessments.
- Termly fluency assessments.
- Termly NTS assessments.

Key resources in school:

-NC documents, WR curriculum map, WR Skill progression, WR Calculation Policies, TTR, Numbots, Deepening Understanding. Concrete resources.

Adapted approaches to learning:

Support using concrete resources. Challenge through Deepening Understanding tasks. Differentiation in marking.

How do we evaluate the impact of T&L?

- Learning analysis to help us understand the quality of learning within the classroom and an opportunity to provide feedback throughout our Walkthrus CPD curriculum for staff.
- Monitoring planning to help us understand when progression of skills and knowledge is being taught.
- Book look to see if planning matches outcomes.
- Pupil voice to help us understand pupils’ knowledge in geography and their thoughts and opinions.
- Evaluate content being covered for the next time this is taught.