



Intent

Maths is the study of number, shape and measure.

Golden Threads: Fluency, reasoning, problem solving, number, geometry, measurement, statistics

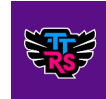
Become fluent in recalling number facts, such as number bonds and times tables.

Reason mathematically by identifying relationships, making connections and justifying using mathematical language.

Solve problems by applying mathematics in different contexts, breaking down problems and persevering with a challenge.



Implementation



Planning: We believe that maths is vital to achieving academic success, therefore we provide daily opportunities for new learning and retrieval of key number facts. Using the White Rose scheme of work (from nursery to year 6), staff are able to plan well-sequenced units of work, which follow a pathway of: fluency, reasoning and problem-solving. Each unit builds upon prior learning which is briefly revisited at the beginning of each lesson through a 'Flashback 4'. New knowledge is then introduced in line with curriculum expectations. We introduce new concepts and ideas through the concrete, pictorial and abstract approach as we understand that each child is unique and learns in a different way. We model and encourage the use of manipulatives across the whole maths curriculum to cement abstract concepts and showcase their understanding. Alongside using White Rose, we believe in teaching using the Mastery approach and have adopted the five big ideas to develop our lesson structure and content.

We recognise that being able to recall key number facts is an essential element of becoming a successful mathematician. Pupils in KS1 use 'Numbots' to improve their recall of number bonds while pupils in KS2 use 'Times Table Rockstars' to improve their times tables recall. Furthermore, pupils in Year 6 take part in a weekly arithmetic test to address some of those more challenging number skills. Pupils in Reception, Year 1 and Year 2 take part in daily Mastering Number sessions to secure firm foundations in the development of number sense.

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Recording: Practical work is often evidenced using photographs on Seesaw. From the Summer Term in Reception, each child has their own book to record their independent work into. We follow the calculation policy to ensure work is presented in a consistent and clear manner. Click here to see our policies: <https://www.westhouses.derbyshire.sch.uk/maths-calculations/>

Assessment: Learning is introduced in small, manageable steps and is constantly monitored to address any misconceptions or gaps that may have arisen. Where learning hasn't yet been secured, children will receive an intervention by the class teacher or teaching assistant to ensure they are at the same starting point at their peers in the next lesson. Children complete a post-assessment at the end of each unit and teachers use this to identify areas that haven't been secured. Along with national testing (SATs and MTC) from Year 1 spring term, NFER tests are used termly to assess progress against the curriculum.

Vocabulary: Key mathematical vocabulary is displayed on our working walls and modelled through the use of stem sentences. The vocabulary used is consistent across school and matches the national curriculum objectives.

Community: We host maths based workshops for parents to help them to understand how the learning of maths develops across school and provides ways to support children at home. We also engage with the Maths Hub for support with developing the maths curriculum.

Inclusion and additional provision:

Although we expect that the majority of children will have successfully met the national curriculum objectives by the end of the year,, we recognise that some children may benefit from further instruction. Interventions will look different for different children. The list below is not exhaustive; you may see:

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| ◆ Pre-teaching | ◆ 1:1 Precision Teaching sessions. | ◆ Tailored curriculum |
| ◆ 1:1 Toe by Toe intervention | ◆ Use of manipulatives | ◆ Intervention such as First Class Maths |
| ◆ 1:1 Power of 2 intervention | ◆ Working Walls | |



Impact

Children make progress in their assessments.

Children have confidence and positive attitudes towards maths.

Pupils are confident answering fluency, reasoning and problem-solving questions.

Pupils use their mathematical knowledge and skills and transfer this into real life.