



Maths at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to Maths in school. Updated April 2020



OUR INTENT: Why our Maths Curriculum looks like this.

At Grange View we have developed a maths curriculum that is creative and engaging. We appreciate that fluency and a confident number sense are essential for our pupils to flourish and progress in their Mathematical learning based on their starting points. We fully value offering our children the opportunity to work with a variety of concrete and pictorial representations to facilitate and support the teaching and learning of Mathematical concepts whether in reception or Year 4. This approach is pinnacle to the development of our children's mathematical thinking and equipping them for their next stages at Middle School. Reinforcement is achieved by ensuring knowledge is revisited regularly throughout the year groups to create confident number sense for all. Our children need to develop necessary skills to make them 'deep thinkers' acquiring maths skills that can be recalled quickly and transferred and applied in different contexts. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge in their everyday lives, with the intention of raising aspirations and creating a continual love of learning Maths inclusively for all.

Planning

As we have also adopted a mastery approach to our teaching, we are drawing upon the 'White Rose Maths Hub' materials to support our long term coverage. This demonstrates longer periods of time set out for number and place value.

Teachers use long term, medium term and short term planning.

Teachers develop a series of 'small steps' to support the achievement of objectives. We call this our Maths Learning Journey, which is shared with the children.

Teachers update and annotate their medium term plans half termly and short term plans after each unit.

Tasks and activities are planned and adapted from a variety of sources support the engagement and creativity of lessons these include: Oxford Mastery Materials, White Rose Hub Schemes and small steps, NRich, Power Baths books, Classroom Secrets and NCETM including reasoning progression mats.

The Maths Working Wall and learning environment

All classrooms have established their Maths Working Wall which is used as a tool to reinforce and facilitate learning within the Maths lesson.

- Y1-4 display CPA approaches taught within the unit
- Key vocabulary as it is taught
- Resources to support current topic or unit
- Stem sentences to encourage full sentences and challenge non examples **this is our main focus this year!**
- EYFS display current learning through photographs, activities

Assessment

Formative and summative assessment

WRMH termly Maths assessments

SIMS

Weekly annotated plans and daily lesson evaluations

Moderation (internal and partnership)

Homework and Fluency

Weekly online school 360 homework

Weekly Times table rockstars KS2

Rapid recall mats used in KS1 and trialled in Y4

Time

5 hour long sessions of Maths per week

Daily Maths meetings/ this is a five minute fluency session based on a cohorts needs.

Same day interventions timetabled daily

Book and Marking Expectations:

Teachers and TAs hot mark in lessons where appropriate. Chn sometimes peer and self assess.

Teacher comments should be impactful and provide challenge or support (See marking policy for more information).

You will see a variety of fluency, reasoning and problem solving tasks within books. Not every lesson will have written evidence. Where concrete equipment has been used teachers will evidence learning through photos using pic collage , displayed in a class floor book and annotations on their planning.

How are slower graspers and rapid graspers catered for?

All Maths sessions are pitched at end of year expectations. Teachers differentiate through skilful questioning to support and challenge, using a range of resources to support. We use mixed attainment pairs throughout KS1 and 2, which enables support and scaffold for learners.

What happens if a child has gaps and struggles with a concept?

This is addressed, where possible, during same-day intervention, homework or Maths Meetings. Teachers and TAs may have a focus group to enable all children to access tasks. All challenge and additional support opportunities are noted throughout the daily lesson evaluations as a collaboration between the class teacher and support staff.