



Our Approach to Maths

Through Mathematics children learn how to make sense of the world around them, by developing their ability to use number, calculate, reason and solve problems.

It is our school aim to promote a positive attitude towards the learning and use of Mathematics by making it an enjoyable, active and collaborative experience. Traditionally, pupils have achieved much higher results in the arithmetic paper; so there will now be a much greater emphasis on adapting the learning in order to enable all children to access reasoning and problem solving. This will be achieved through the development of enabling and extending prompts.

Our children will develop an enjoyment of learning through practical activity, investigation, exploration and discussion. They will be encouraged to develop the ability to reason and solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science and Geography.

Early Maths

In EYFS, Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to use mathematical vocabulary to describe and compare shapes, spaces, and measure.

There are opportunities for children to encounter Maths throughout the EYFS (both inside and outside) – through both planned activities and the self-selection of easily accessible quality maths resources. Whenever possible children's interests are used to support delivering the mathematics curriculum.

By the end of the Foundation Stage children should: -

- count reliably with numbers from 1 to 20
- place them in order and say which number is one more or one less than a given number
- add and subtract two single-digit numbers and count on or back to find the answer using quantities and objects
- solve problems, including doubling, halving and sharing
- use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- recognise, create and describe patterns
- explore characteristics of everyday objects and shapes, and use mathematical language to describe them

Closing the Gap

Misconceptions and gaps in Maths will be planned for by the class teacher and can be delivered by either the teacher or a teaching assistant at an appropriate time, ideally the same day or the next day (possibly in the extra fluency slot).



In addition, all teachers will be released one afternoon weekly for pupil conferencing. This will enable teachers to address more significant gaps/misconceptions on a 1:1 basis particularly targeting those groups identified (i.e. disadvantaged, female, Summer born and middle attainers).

Misconceptions/gaps in learning may also be addressed during the daily Maths lessons.

Children working significantly below ARE in all year groups are signposted to the SENDCO for assessment and interventions are planned accordingly.

Daily Maths lessons

Lessons will be planned to achieve coverage of the National Curriculum 2014 objectives for Maths. A Maths Programme of Study for each year group is in place to give clear expectations to teaching and non-teaching staff of progress across the school. White Rose Maths Schemes of Learning form a basis for planning units of work, with teachers using their own professional judgement if more (or less) time is required for each unit of work.

Teachers are encouraged to use a wide range of resources in order to meet the needs of their pupils, including non-routine problems in order to challenge and develop higher order thinking skills. Teachers will also devise enabling and extending prompts to enable all children to access reasoning and problem solving.

White Rose Maths end of unit assessments and termly NTS assessments will ensure all children are on track and making good progress. These assessments are used by teachers to plan next steps and any necessary interventions.

Fluency

Within daily Maths Lesson, there is an expectation for focussed 'fluency' sessions. This will give the children an opportunity to practise core facts and skills previously taught, in a variety of ways.

Maths at home

Project homework will include at least one Maths element termly to ensure pupils can access high quality home learning opportunities to develop Maths skills in a wider context.

Pupils will also be set MyMaths and Times Tables RockStars homework by their class teacher when appropriate.

Parents will be supported to develop their child's Maths through the use of:

1. Meet the Teacher Parent Meetings which set out the expectations for their child's new year group.
2. Parents evenings when attainment, progress and personal targets will be discussed as well as strategies to support their child at home.

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3. Termly Family Learning in Partnership Workshops where parents are invited to take part in an interactive presentation and then spend time in Maths lessons with their children.