

**Intent**

At South Parade Primary School, we intend to provide an ambitious mathematics curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. With Life-Long Learning as a Key Driver, we aim to prepare all our pupils for a successful working life. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem solving. New concepts are taught in line with our calculation policy using a ‘Concrete, Pictorial and Abstract’ approach, enabling all children to experience hands-on learning when discovering new mathematical topics. Our curriculum helps pupils to become **visualisers** (helping pupils understand mathematics and to make connections between different representations), **describers** (placing great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take their ideas further) and **experimenters** (as well as being fluent mathematicians, we want pupils to love and learn more about mathematics). We intend to do this on a daily basis using clear models and images to aid pupils’ understanding. We teach the skills to enable our children to be resilient learners who become life-long mathematicians.

**The aims of teaching Mathematics in our school are:**

- To successfully deliver a structured, rich curriculum with a clear progression of skills, following the statutory requirements of the National Curriculum for mathematics
- To ensure consistency across school, with teachers following White Rose Maths planning, with some adaptation in Year 2 and Y6 where necessary
- To keep up to date with latest research and findings to support best practice in new mathematical pedagogies
- To use the school’s progression of skills document, ensuring the teaching of maths from year to year builds progressively on the skills taught in previous year groups
- To maintain consistency across classes in the same year and throughout the years, by all teachers implementing our Calculation Policy
- To provide children, in their daily lessons, with opportunities to become fluent in their learning, to reason mathematically and to solve a range of problems. This is done using a range of resources including White Rose Maths and Classroom Secrets
- To share clear learning objectives and success criteria in each lesson through the use of ‘I can’ statements which allows children to understand the steps involved to being successful. This leads to self-assessment and reflection on their own learning in addition to receiving feedback from teachers. Opportunities for peer assessment are also provided to give instant feedback
- To enthuse children in learning times tables by using Times Table Rock Stars from Year 2 upwards and participating in a bespoke Times Tables Challenge programme where children earn rewards for successfully learning their times tables
- To motivate younger children to learn maths facts, we also use Numbots in KS1 and in KS2 where appropriate
- To identify children who need ‘catch up’ support to be supported through school National Tutoring Programme

**Impact**

As a result of our Maths teaching at South Parade you will see:

- Engaged children who are all challenged
- Confident children who can all talk about Maths and their learning and the links between maths in class and maths in the real world
- Lessons that use a variety of resources to support learning
- Different representations of mathematical concepts
- Learning that is tracked and monitored to ensure all children make good progress

# South Parade Primary

## Maths

### Maths on a Page

**What does Mathematics at South Parade look like?**

- Lessons are taught daily and start with a *Flashback 4*, recapping previous learning.
- The CPA and teaching for Mastery pedagogy is used implementing WRM with adaptations when required
- WRM may be supplemented by Primary Stars (KS1) and other appropriate resources
- Maths working walls are used as a teaching tool
- Support staff are used effectively to support the learning in the classroom
- Mirrored planning and teaching across year groups
- Use of whole school calculation policy
- **When working in their Maths books:**
  - Pupils use a pencil and ruler
  - Pupils write the short date (KS2) or printed on LO (EYFS/KS1)
  - I can statements are stuck in neatly and ticked by teacher (all years) and pupils (KS2) at the end of each lesson to indicate whether the objectives have been met
  - Worksheets are stuck in neatly and working out and answers are written on the sheets and/or grid paper as appropriate
  - All lines are drawn with a ruler and a pencil
  - Pupils must write one digit in each box
  - Fluency, problem solving and reasoning are accessed by all.

**How we identify and tackle children’s misconceptions and underperformance:**

- Daily lesson planning will take into account previous learning and work is marked each day with feedback given in a timely manner
- Misconceptions are identified and addressed with the support of WRM overview sheet for each small step (used by all adults in class) during input and then used throughout the lesson
- Children are identified within the lesson to ensure appropriate support is provided by the class teacher or teaching assistant as needed
- Flashback 4 questions identify gaps in learning, misconceptions and can then be further addressed away from the point of teaching (spacing)
- WRM end of block assessment are carried out to identify gaps in learning and actioned through Flashbacks, homework, morning work, etc.
- Maths intervention taught as an addition to the learning
- Pupil attainment is discussed at Pupil Progress Meetings.

**Maths and EYFS**

- Maths is taught daily whole class using NCETM. WRM is used for Shape and Space..
- Maths area in all classrooms; reflecting the taught sessions and reinforcing prior learning.
- Maths activities in continuous provision for children to consolidate learning and challenge their abilities and evidence is recorded in Maths topic book.
- A wide range of Mathematical opportunities for children to access in all areas of provision.
- Maths challenges sent home termly to encourage parent involvement.
- Maths evidence book of child initiated work in provision.

**In our classrooms you will see:**

- Working walls with vocabulary, stem sentences, modelled work based on current learning and possible challenges.
- Appropriate number line for the year group
- Days of the week, months of the year and seasons displayed
- Maths calculation models displayed when appropriate
- Times Tables achievement chart/display for relevant year groups

**How we assess our children:**

- Questioning during input and teacher/teaching assistant working with groups of children throughout independent work time
- Marking of children’s books and use of I Can statements by teacher/teaching assistant throughout lesson (live marking) and at completion
- Mini-plenaries throughout lessons
- Peer marking and assessment
- End of unit/block assessments completed, individual scores recorded on class data sheet, then information collated on end of unit assessment sheets identifying children meeting/not meeting to inform future planning, etc., and other next steps/feedback to support future teaching
- Formal assessment data drop (3 times a year) identify the gaps and needs in learning. These are discussed in pupil progress meetings where specific actions/interventions are identified.
- School Times Table Challenge as a way of assessing times tables facts
- Use of TAFs for Y2 and Y6
- EYFS assessed using Development Matters then against ELG in May.

**Maths and SEND:**

- Dyslexia/SEND friendly classrooms
- Outcomes/targets in front of books for SEND pupils
- Adapted activities, additional resources, additional support
- Pupil’s working below their year group may access previous year’s learning or WPS if more than 2 years behind in KS2

**Maths at Home:**

- Half-termly homework tasks sent out for each year group
- Subscription to TTRockstars (Y2+) and Numbots (EYFS/KS1) to allow further practice of key skills at home
- White Rose 1 Minute Maths App (EYFS/KS1) is used at school and promoted for home use
- Home-learning provided in case of school closures on Class Dojo and school website class pages, utilising WRM and other resources

**Areas for Development/Further Priorities**

- Working walls will be fully established with consistent content across school
- Working walls must be updating regularly in line with current teaching
- CPA must be evident in all years/lessons
- Key stem sentences on display and used within lessons
- Key vocabulary for the topic is used accurately and displayed on working walls
- Staff development/training on working walls
- Staff development/training on WRM lesson planning
- CPD for primary teaching for mastery—developing training.