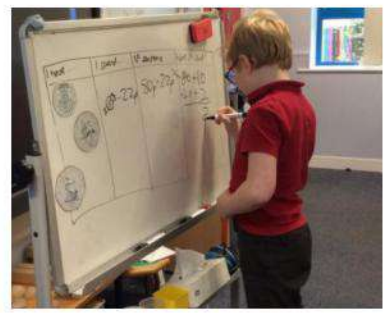
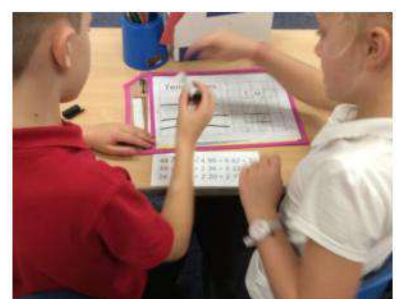




Maths at The Ellis CE Primary School

Intent

- ☺ We believe that all children can be mathematicians.
- ☺ We 'Teach for Maths Mastery' with opportunities for practising, applying and exploring mathematical concepts and learning for all.
- ☺ Maths learning at The Ellis C of E Primary School aims to support children in being fluent in key facts (number bonds, the part part whole relationship, multiplication facts, etc) and to give them the reasoning skills and vocabulary to be able to make connections, reason and problem solve effectively.
- ☺ We promote 'maths talk' through a vocabulary rich environment and opportunities to explain mathematical thinking and to be curious.
- ☺ We want our children to love maths and become lifelong mathematicians with the skills they need for life beyond school.





Implementation

Across school we firmly believe that all children can be mathematicians and learning opportunities should encompass the three strands of fluency, reasoning and problem solving (National Curriculum). We explicitly teach new vocabulary in order to give children the language they need to explain their mathematical thinking. We ensure that pupils have access to concrete, pictorial and abstract representations of mathematical concepts in order to support their development of a deep understanding. We give children regular opportunities to develop arithmetic skills and review prior learning to ensure their learning is secure and transferable. Technology is utilised in classrooms to support learning and consolidate maths learning.

We use Mastery strategies promoted by the NCETM (including Mastering Number resources) and high quality resources from White Rose Maths, Maths No Problem, Test Base and Classroom Secrets to support mathematical learning in school.

Foundation Stage

Children are provided with the opportunities to:

- 🕒 Take part in daily maths meetings including calendar work, counting and pattern spotting
- 🕒 Access direct maths teaching (carpet times) developing new skills or reviewing previously learnt skills. In Foundation Stage 2, Mastering Number forms the basis of the main number learning while referring to Whiterose

blocks for other areas of learning. In Foundation Stage 1, we follow cyclical curriculum based on Development Matters.

- 👤 Experience adult led learning opportunities - small group learning building on taught skills
- 👤 Explore constant provision - designed to give a range of mathematical learning opportunities in a range of contexts both indoors and outdoors
- 👤 Access enhanced provision - linked to new learning or review of learnt skills - added resources and activities to practise and develop fluency
- 👤 Use their maths learning wall to support their understanding of new learning

KS1

Children are provided with the opportunities to:

- 👤 Talk about their class calendar regularly.
- 👤 Review prior learning daily.
- 👤 Learn as a whole class in mixed ability groups (with personalisation for those children with SEND), moving through blocks together with support, adaptations and challenge where needed.
- 👤 Use a range of concrete resources and pictorial representations, as well as learning abstract and formal methods of calculation.
- 👤 Access learning which promotes fluency (practising), application (applying), problem solving and reasoning (exploring) in newly learnt skills.
- 👤 Engage in maths talk through explicitly teaching sentence stems and mathematical vocabulary.

- ☺ The NCETM Mastering Number Programme is followed in Y1 and Y2 to support and consolidate foundations of number.
- ☺ Have gaps in learning identified and needs met through targeted questioning and AFL to check understanding. Prove it challenges may be used during lessons to identify children with misconceptions.
- ☺ Practise arithmetic skills outside of our main maths lessons every week.
- ☺ From Y2, children are encouraged to self-assess against success criteria and take responsibility for their own learning.
- ☺ Access indoor and outdoor enquiry tasks that reinforce maths learning.
- ☺ Use a maths learning wall to support understanding, present key vocabulary, show concrete and pictorial models and aid independence.

KS2

Children are provided with the opportunities to:

- ☺ Review prior learning daily
- ☺ Learn as a whole class in mixed ability groups (with personalisation for those children with SEND), moving through blocks together with support, adaptations and challenge where needed.
- ☺ In UKS2, expertise are utilised to split teach parts of lessons within these mixed ability groups so that active intervention and marking takes place more efficiently. In LKS2, TAs are directed to support or challenge individuals or key groups of children.
- ☺ Use a range of concrete resources and pictorial representations, as well as learning abstract and formal methods of calculation. Interactive resources are utilised to support, consolidate and extend learning (e.g. LbQ, Topmarks, TTRockstars).

- ☺ Access learning which promotes fluency (practising), application (applying), problem solving and reasoning (exploring) in newly learnt skills.
- ☺ Engage in maths talk through explicitly teaching sentence stems and mathematical vocabulary
- ☺ Have gaps in learning identified and needs met through targeted questioning and AfL to check understanding. Prove it challenges may be used during lessons to identify children with misconceptions. Boosting in additional sessions is in place (e.g. through after school, during afternoons or lunchtime).
- ☺ Practise arithmetic skills outside of our main maths lessons every week.
- ☺ To self-assess against success criteria and take responsibility for their own learning.
- ☺ Use a maths learning wall to support understanding, present key vocabulary, show concrete and pictorial models and aid independence.

Impact

- ☺ Children will develop a passion for mathematical learning.
- ☺ Children will develop the mathematical skills they will need in preparation for later life.
- ☺ Children will be able to solve arithmetic problems with accuracy and speed.
- ☺ Children will be able to apply their knowledge of mathematical concepts to solve problems and reason.
- ☺ Children will have the vocabulary to be able to talk about the maths they are doing and to explain their thinking effectively

- ☺ Children (including those with SEND) will be able to access learning appropriate to their personal next steps.
- ☺ Data will reflect the children's progress in maths, including ongoing assessment for learning, Whiterose end of block and end of term assessments or Testbase based tests, weekly arithmetic tests, times table checks, end of key stage SATS

