

## **How Maths Looks at Frettenham Primary School**

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

In Class 1 there is a real life maths focus each morning, which is designed to develop mental calculation skills and embed early maths vocabulary. There is also a teacher input session during the morning to model and practice strategies and techniques which the children can then apply in their independent learning over the week. Within Class 1 there are a range of planned opportunities for the children to practice and deepen their understanding, both inside and outside the classroom. Parents are invited in regularly for a maths stay and learn session, where parents are encouraged to take part in some collaborative maths activities and games with their child.

In Classes 2 and 3 all children are timetabled an hour-a-day of maths. Children in Year 2&3 are taught in a mixed age class. Children in Years 4, 5 and 6 are taught in their smaller year groups. We use a challenge based approach to maths where the children can choose the level of challenge they feel confident to undertake in the session. At times, the teacher will discuss this with particular children to ensure they are being challenged at the appropriate level.

We have times table books available for children to practice weekly times tables in. The school also has a subscription to **Timestable Rockstars** to provide the children additional support learning times table facts, which they can access at home and progress can be tracked by teachers.

## **White Rose Maths**

The school has a subscription to White Rose Maths, which provided teachers with a number of resources to support their teaching of maths and learning activities for children.

### **Working Walls**

All classrooms have a maths working wall for children to use as a resource. It may include, key vocabulary related to the area that they are currently working on, examples of methods that they may need to use, WAGOLs (what a good one looks like) completed by either teacher or students, equipment or resources that they may need to use.

### **Intervention**

Half-termly Pupil Progress meetings between teachers and the Head of School identify both children who need extra help and support to fill-in gaps in their learning and children who have the potential to exceed their year group's expected level and these children may receive intervention with either teachers or teaching assistants.

Every year, in the Spring Term/Summer Term we identify Year 6 children who may benefit from additional intervention through teacher tuition. This allows teachers to offer small groups, intensive support in the run up to SATs and in preparation for the transition to high school.

### **Homework**

From Year 1 children each receive a home learning book from CPG for their own year group. It is a mix of arithmetic questions and word problems. Each week the books are collected and then marked by the teacher in Classes 1 and 2 or the children self-mark with the teacher in class 3.

### **Assessment**

Children are assessed in a variety of ways. Using Rising Stars tests at the end of each term and if appropriate the teacher sometimes uses a shorter Rising Star test at half-terms to help evidence their teacher assessment, (with only three official data drops per year.) Year 6 take a past SATs paper every half-term to both help inform the teacher of their progress; to inform future planning and give them practise and to prepare them for the SATs at the end of the year.

Teachers also continually assess children within the class through discussions and marking on a day to day basis. This is recorded on Pupil Asset. Teachers use DNA ticks to also help inform their teacher assessments.

Analysis of test data is broken down to identify areas of strength and weakness in order to feed into next steps for teaching and fill gaps.

In order to move the children's learning on, we use next step marking and greater depth questions in pupil's books. These are designed to assess where the children have got to, with a clear next step set in order to progress their learning. This is completed independently to show the teacher individual understanding.

### **Maths Challenges**

In year 5 and 6 we select four children, who excel in Maths, to attend Maths Challenges, where they compete against different schools in a range of maths problems and puzzles. These promote teamwork and communication skills as the challenges encourage students to work collaboratively on a range of mathematical problems. They also encourage a love of problem solving as they aim to open young people's minds to the breadth and depth of mathematics.

### **Cross curricular opportunities**

Where possible, we encourage links between maths and other subjects to allow the children to practice their skills. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

### **Out Reach Days**

In Year 4 we take the opportunity to join with The Inspiration Trust for their Maths Outreach Days, which enable the children to undertake a number of problem solving tasks around a particular theme. This year it is Dino Maths.