

## **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. This is taught in mixed age classes, except Year 6 who are taught discreetly in order to ensure they are fully prepared for the end of Key Stage Assessments. 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.

From Year 3 children have a times table practice book. This is something they use daily to practice a particular times table and then have a timed practice on a Friday. The school also has a subscription to Timestable Rockstars to provide the children additional support learning times table facts.

In Class 3 (Years 4, 5, 6) children also complete a ten minute assessment each week which is focused around reasoning language and looking to develop problem solving skills.

### **My Maths**

The whole school has a subscription to My Maths. Each child has a log in which they can use at home to access home learning tasks and games. Teachers can set home learning activities for the children to complete and track their progress using the on-line tool.

### **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, WAGOLLS (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.

### **Parent involvement days.**

Over the course of the year there are opportunities for parent to come and undertake activities with their children. These are often cross curricular days which incorporate the learning from their current inquiry topic. Within this there will be aspects of real life maths to consider, for example measuring, costings and scaling.