How Maths Looks at Hainford

Class 1: whole class 15 minute session every day for Reception and year 1. Reception are given a challenge to complete or directed to the enhanced provision after the session to reinforce their learning if they choose. Reception also has one adult direct maths activity once a week.

After the 15 whole-class session, Year 1s then continue working in maths for 15 minutes. Once a week have the opportunity for feedback and next steps.

In Class 2: All children are timetabled an hour-a-day of maths. Year 2s work with the class teacher while the year 3s work with the yr4s in the middle room with the Head of School. During the Autumn term, children use a range of practical resources to support and demonstrate their learning. As the year progresses, Yr2 children develop their mental and written approaches.

All children are timetabled an hour-a-day of maths; years 4 to 6 also receive a 15 minute morning maths three times a week on Monday to Wednesday. Children use resources such as Fluent in 5 and Rapid reasoning to consolidate the written methods for the four operations and practise mental methods. Each lesson children are given a set of 'Chilli' challenges. All children start at mild. Children mark their own questions this then signifies whether they stay on that challenge level or progress onto the next one. Challenges come from a variety of different resources.

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 senior teachers 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.

Homework

We set weekly maths homework that gives the children a chance to consolidate what they have been learning in lessons and also provides parents with the opportunity to see what their child has been learning in maths and the potential for them to work with their child to assist them with their

learning. Mental workbooks are used to improve mental recall, calculations and mathematical language.

In Year 6, in the Spring and Summer Term we replace Maths homework with Revision Guide work. We have previously used the CGP Revision Guides, which school funds for all pupils, to supplement their preparation for the end of KS2 tests.

Maths Challenges

In year 5 and 6 we select four children, who excel in Maths, to attend Maths Challenges, where they go and 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.

Assessment

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

Teachers also continually assess children in their groups, from their performance and the work that they complete in lessons.

Longer assessments are recorded on Pupil Asset, the test results in the results area and the teacher assessment using DNA ticks to cover progress within units of work.

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.