



Maths

Intent of Learning

Following the National Curriculum, we aim to ensure that our Brimpton pupils:

- Become fluent in the fundamentals of mathematics
- Reason mathematically
- Solve problems by applying their maths
- Make connections to maths in the world around them.

Organisation of Learning

Maths is taught for one hour each day across KS1 and KS2.

The White Rose scheme of work is used (supported by other resources). Long term planning shows when objectives for each year group will be taught - these also reflect the year group composition of each class. Cross-curricular links are developed so that the children can apply their maths skills in a meaningful context. In addition to quality first teaching and guided group work, support work is carried out by TAs and HLTAs across the school - through extension groups, times table booster work etc.

Inclusion, Support and Challenge

In order to meet the needs of all children in maths:

- work and activities are differentiated as appropriate to provide challenge or support
- independent and group support are varied as necessary
- peer support is used

Assessment

Both formative and summative assessment is used in maths.

Formative assessment takes place on a daily basis and can include:

- verbal feedback during an activity to reinforce or correct methods being used or challenge a child's thinking
- marking in books to identify what a child has done well or how they could improve
- identifying misconceptions and supporting children to overcome this
- using knowledge of previous attainment to adjust learning activities

Summative assessment takes place on a termly basis, using tests to assess children's progress against curriculum objectives.

Parental Involvement

Parental involvement is encouraged through:

- regular maths homework, where parents are encouraged to support their child

- curriculum information evenings, where parents are provided with strategies and techniques to help them to support their child
- parent evening meetings, where parents are informed about their child's progress and can ask questions of the teachers

Monitoring

Teaching and learning of maths is monitored by the head teacher as part of the performance management process. Progress and attainment is monitored by class teachers in conjunction with the head teacher as part of the pupil progress process.

