

## How Mathematics is Taught

Reception	<p>Children participate in range of guided and ‘free choice’ activities, using a wealth of practical equipment in a range of contexts.</p> <p>Guidance for the teaching and learning of mathematics in Reception class is taken from Development Matters 2021. We use the White Rose Programme of study to structure our EYFS mathematics curriculum. This is supplemented with other resources including Active Maths. We are also following the Mastering Number program from the NCTEM.</p> <p>For detailed objectives please see RECEPTION OBJECTIVES document in the mathematics folder.</p> <p>Children receive a daily adult input as a whole class followed by small group activities either inside or outside. In addition we have a ten minute Mastering number session each day.</p> <p>Through continuous provision children are able to independently explore mathematics. Areas of provision that support mathematical development are: maths area, investigation area, weather inquiry, role play, home corner, small world, construction, outdoors</p>
Years 1,2,3,4,5 & 6	<p>Guidance for the teaching and learning of mathematics in these year groups is based on the New National Curriculum 2014.</p> <p>Teaching and learning will cover all areas each term, increasing the challenge of activities as the year progresses.</p> <p>Teachers use a wide range of resources, including online material, in order to enrich the children’s experience of mathematics. Teacher’s base their teaching on the objectives set in the White Rose scheme to ensure progression across the school and Year group. In KS2 we use Fluent in Five and Rapid reasoning daily to support the children’s developing fluency with mathematics. In KS1 we use the Mastering Number program.</p> <p>For detailed learning objectives please see separate year group documents in the mathematics folder.</p> <p>Children receive at least 4 mathematics lessons per week. They begin with a mental warm up using Fluent in 5 or Mastering Number resources. This is followed by feedback on prior learning. The main focus of the lessons is then introduced and children then work independently or in adult led groups. The whole class comes back together at the end of the lesson.</p> <p>Children select their own level of ‘chilli challenge’ within the lesson under the guidance of the teacher. Some children may use workbooks to scaffold their recording.</p>
Additional support	<p>Classes have additional adults allocate to them to support with learning. During maths lessons this may allow for additional number of children to work in adult led groups. It may also allow for additional maths sessions at other times in the day or before or after school. These may be on a one-to-one basis or small groups. Parents have regular opportunities to discuss their child’s learning with the class teacher and it may be appropriate for those children to be provided with additional homework/activities for use at home.</p>
Homework	Please refer to the homework policy.

	<p>Year groups 2-6 set homework tasks which may include a maths task. EYFS and Year 1 may set additional home learning for individuals when appropriate.</p>
Assessment	<p>Formal statutory assessment takes place in Reception, Years Two and Six in line with government requirements.</p> <p>A Times Table Check takes place in Year 4 in line with government requirements.</p> <p>Informal teacher assessment takes place during every lesson through direct and indirect questioning, use of thumbs up, and children recording on whiteboards. Our assessment platform is completed at the end of each topic.</p> <p>End of term assessment using Cornerstones takes place for year 1-6. Children in Year 1-6 complete weekly key fact tests (Yr1- number bonds, Yrs2-6 multiplication facts) EYFS do this from summer term.</p>