

Intent:

At Christ Church C of E Primary School, our overall aim is to equip all of our pupils with the life skills they need to be able to flourish in the real world and promote a love of maths. We aim to ensure that, regardless of background and ability, every pupil has a rich and meaningful mathematics education. Both staff and pupils understand the importance of automaticity and fluency within maths and this is taught through real life contexts to enable pupils to apply their understanding, reason about maths, problem solve and make connections across the subject and the wider curriculum. We believe in a language rich environment and our pupils will leave us with the confidence to talk maths, do maths and apply maths to their everyday lives.

IMPLEMENTATION:

Our Curriculum:

Our maths curriculum is based on White Rose which is a whole-class mastery programme designed to spark curiosity and excitement and help children develop confidence in maths and is supplemented by primary stars, mastering the curriculum and NCETM. Each year group builds on previous learning and staff have received training from the maths lead who has been trained by the Glow maths Hub and is a previous Gloucestershire Education Maths Lead.

Teaching sequences are based on small steps to ensure a good level of coherence, understanding, application of understanding and transference of skills to a range of mathematic problems and contexts.

White Rose maps out a long term plan based on 12 weeks in a term. At Christ Church, individual teachers have tailored this scheme to suit our pupil's needs by mapping out the actual weeks in a term, and adding in extra blocks where needed such as problem solving, consolidation or revisiting skills taught earlier on in the term, as well as giving them the opportunity to 'linger longer' on a block if need be.

Maths lessons:

Every one of our maths lessons is based on the principals that all children can achieve. Children are taught in mixed ability groups, with all children accessing the same learning. This allows all children to be exposed to the same content and be offered the same opportunities, rather than placing a cap on children's learning. Pupils are then given tasks to enrich and stretch this learning in the form of 'deepen it' challenges to further challenge the pupils working at greater depth, and those who may need extra support are supported through scaffolding such as using mathematical manipulatives or by requiring teacher/TP support within sessions and after sessions in the form of 'mop up' intervention. No pupils will be given different objectives unless they have an EHCP or SEND and require a personalised curriculum.

General lesson structure:

- Each lesson begins with a revisit of previous learning in the form of a flashback 4 (something from last year, last month, last week and the last lesson) or teacher's own revisit questions. This enables pupils to exercise their working memory and to better retain facts taught previously.
- The new lesson content is then introduced in the form of small steps and a 'I do, you do' style session. There are opportunities for guided practice and independent practice and concrete materials are always on hand if pupils need them. KS1 pupils are guided to use appropriate equipment as an aid and shown how to use it efficiently, whereas KS2 pupils are given more of an opportunity to make that choice themselves to enable them to own their own learning. Each slide takes the pupils through learning rapidly but the small steps mean that pupils are all brought along together as a whole.

- An 'assessment' Check question (1 question) is then completed by the children in order to check understanding before beginning do it tasks - this allows staff to scoop up those that do not understand and work with them directly.
- The independent tasks are then explained and the pupils complete their work using a 'do it', 'twist it', 'deepen it' style. This starts on questions that show their understanding (do it), then move on to a 'prove it/explain it/what is it not' style question (twist it) to deepen understanding further, before answering an open ended deep thinking question that requires the pupils to have an established and deep understanding of the small step being learnt (deepen it). The tasks are high ceiling low entry, so that everyone can access the first questions and then go as far through them as they can, completing the deepen it activities if possible.
- Teachers live mark through the lesson to provide immediate feedback and intervention where needed. TP's do not always sit with a group as we aim to ensure that all pupils develop independence. So once they have introduced and supported certain pupils, they may leave them for independent practice and revisit them to monitor. TP's will also live mark in class and provide immediate feedback to pupils and the teacher where needed. Mini plenaries are also used effectively to address common misconceptions identified by live marking.
- Short plenary using a True or False style question is completed at the end of the session so that EVERYONE has had the opportunity to achieve more than the 'do it' questions.
- All teachers use live marking and TP discussion to inform future planning and to identify who may need targeted intervention or to work in a smaller group the next day. We do not always provide written feedback to pupils in books or expect this from staff and research shows that verbal feedback at the time of the misconception is more beneficial to move learning forward. Pupils are encouraged to correct their mistakes and are given opportunities to do this.

In addition to the maths lesson, we also hold fluency and skills sessions every day. Some of this learning has been pre planned based on content from misconceptions from the previous year and is delivered in different ways over the half term to develop fluency in the skill. The other sessions are made up of content/misconceptions that the teachers feel need to be given more time to embed in order to move learning forward at an appropriate pace.