

Maths at Aldryngton



We follow the White Rose maths scheme at Aldryngton, with the following common principles and practices underpinning our teaching of mathematics across the school.

Key features of maths at Aldryngton:

<p>Teaching</p>	<ul style="list-style-type: none"> ○ Teaching is based on the National Curriculum. We follow the White Rose scheme, but use varied resources and provide opportunities for hands on learning. ○ The school calculation policy summarises our approach to teaching mental and written calculations. ○ New concepts are taught using practical apparatus. We use the Concrete, Pictorial, Abstract approach where children first do, then record pictorially and finally record using abstract written methods. ○ The teaching for Mastery elements: fluency, reasoning and problem solving are important aspects of our maths lessons. ○ Teacher subject knowledge is good. ○ Teachers and support staff are deployed carefully for support or extension in class and intervention groups.
<p>Lesson content</p>	<ul style="list-style-type: none"> ○ Maths is promoted as a valuable and enjoyable subject. ○ Objectives, vocabulary and success criteria are shared with pupils. ○ Emphasis is on the secure knowledge of basic facts. Strategies are taught to develop fluency, recall and application. Regular revision of key facts, concepts or previous learning features in lessons, often as a starter or introductory activity. ○ Mathematical vocabulary is a priority in lessons and displays. Pupils are expected to use it correctly in their discussion and written work. ○ Cross-curricular work, real life, purposeful problems and open-ended investigations are planned in to the curriculum.
<p>Approach</p>	<ul style="list-style-type: none"> ○ Adaptability is important: teachers respond to pupil needs, rewrite planning for each new class and are ready to move away from the plan when necessary. Variety and flexibility are applied to lesson structure, pace and pupil groupings. ○ Pupils are taught in small, single year group, mixed ability groups, with careful consideration given to pupil placement. ○ Independence and autonomy is given to pupils: e.g. Children listen to as much teacher input as they need, or stay for extra support if required; in FS an independent “Rainbow” maths challenge is set once a fortnight. ○ Parents are kept informed of their child’s progress and are encouraged to support mathematics learning at home.
<p>Assessment</p>	<ul style="list-style-type: none"> ○ Marking and testing are used as formative assessment tools to inform planning for lessons and interventions. ○ Summative assessment is through standardised Puma tests, used termly across the school from Year 1 to Year 6 and for FS in the summer term and through KS1 and 2 SATs tests.
<p>Homework</p>	<ul style="list-style-type: none"> ○ Homework is set weekly and linked to current classwork.