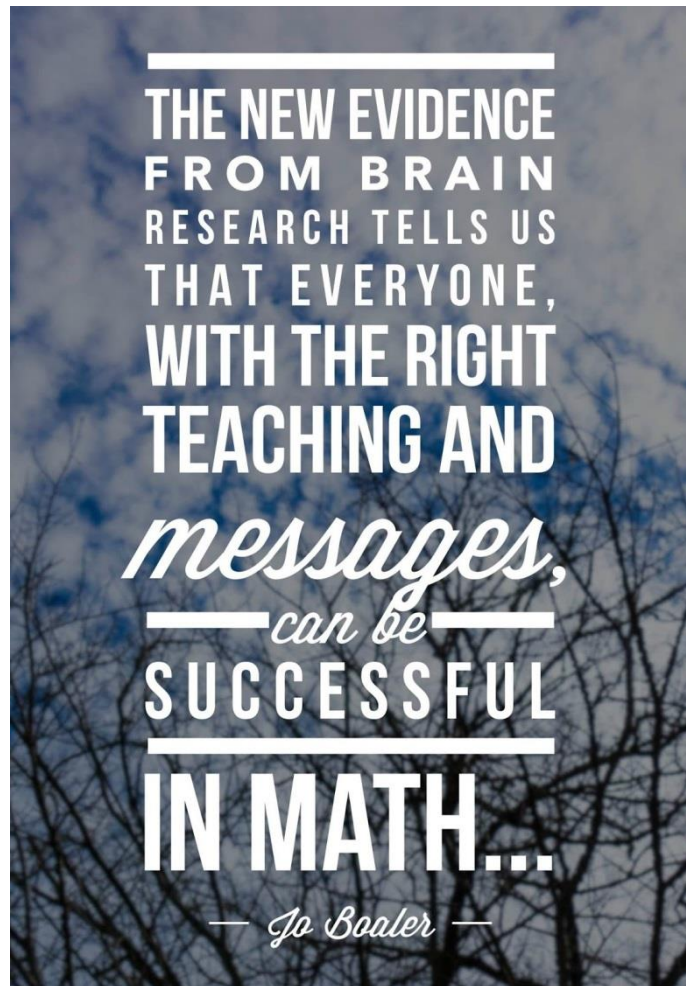


Coleshill Heath School Maths Policy and Handbook



2023 - 2025

Contents

- 1. National Curriculum Expectations (Page 3 - 8)**
 - CHS Maths Policy and Practice
 - Fluency
 - Reasoning
 - Problem Solving
- 2. Planning for progression in maths (Page 9 - 16)**
 - Long Term Overview
 - The Maths Planning Process at CHS
 - Maths Expectations at CHS
 - Challenge
 - Documents to Support Planning
 - Arithmetic Sessions
- 3. Talk for maths (Page 17)**
 - Maths Vocabulary
 - Sentence Stems
 - Questions to encourage dialogue, reasoning and resilience
- 4. Multiplication and Related Number Facts (Page 18 - 20)**
 - Termly Breakdown of National Expectations
- 5. Formal Written Methods (Page 21)**
 - Resource Boxes
- 6. Financial Education (Page 22)**
- 7. Assessment Practice in Maths (Page 23)**
- 8. Intervention in Maths (Page 24)**
- 9. Home Learning in Maths (Page 25)**
 - Maths Homework
 - Parent Partnership workshops
- 10. Ten Minute Taster Notes**
- 11. Professional Learning Notes**

CHS Maths Policy and Practice

Maths Vision

To develop a deep conceptual understanding of mathematics, for all students through the use of concrete, pictorial and abstract resources.

Our Maths Aims

- To foster positive attitudes, a fascination and excitement of discovery through the teaching and learning of mathematical concepts.
- To develop a '*can do*' attitude in our children, especially when problem solving and pattern sniffing.
- To broaden children's knowledge and understanding of how mathematics is used in the wider world by making rich and varied real life connections.
- To enable our pupils to confidently reason about their mathematics, using a suitable range of mathematical language, recognising its importance for communication and deep thinking.
- To use a wide range of models, visual manipulatives and practical resources to develop a deep conceptual understanding alongside procedural fluency.

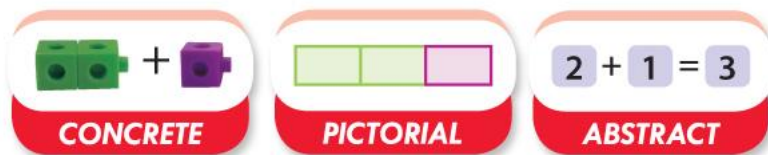
Key elements of our teaching and learning

At Coleshill Heath we strive for all teachers to deliver high quality, effective maths lessons based on a secure foundation of maths subject knowledge and pedagogy.

The Teaching and Learning of mathematics in Coleshill Heath should include all of the below in every lesson and/or over a series of lessons:

1. Representation and Structure

When introduced to a new concept, children should have the opportunity to build competency by taking this approach.



Concrete– This is the 'doing' stage, using concrete resources to model problems, to help children understand what they are learning. Children need the opportunity to experience and handle physical objects themselves.

Pictorial– This is the 'seeing' stage, using representations of the objects to model problems. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem. Building or drawing a model makes it easier for children to grasp concepts they traditionally find more difficult, such as fractions, as it helps them visualise the problem and make it more accessible.

Abstract –This is the “symbolic” stage, where children are able to use abstract symbols to model problems

2. **Language development:** The way that children speak and write about mathematics has been shown to have an impact on their success. We need to use a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary. Every lesson will include opportunities for children to explain or justify their mathematical reasoning.

3. **Fluency:** Children need to be given the opportunities to memorise single procedures, but also they need to know **why** they are doing what they are doing and **know when it is appropriate** to use different method.

4. **Reasoning and problem solving:** Mathematical problem solving is at the heart of our approach – it is both how children learn maths, and the reason why they learn maths. By accumulating knowledge of mathematics concepts, children can develop mastery and depth and test their problem solving in every lesson.

Fluency

Fluency covers a mixture of efficiency, accuracy and flexibility:

Efficiency - Children carrying out a problem, using previous understanding of a variety of problems to help solve the whole problem.

Accuracy - Children carefully recording knowledge of number facts and other important number relationships, and double-checking results.

Flexibility - Children using their knowledge of more than one approach to solve a particular kind of problem, such as two-digit multiplication. Children need to be flexible in order to choose an appropriate strategy for the numbers involved, and also be able to use one method to solve a problem and another method to check the results.

The key to fluency is in making connections, and making them at the right time in a child's learning. This can be done through:

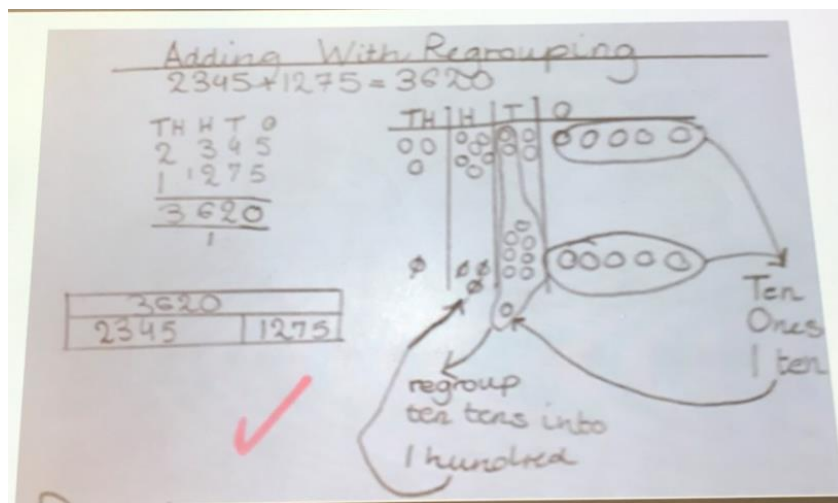
Manipulatives - We learn by moving from the concrete to the abstract. Structured apparatus such as Dienes can be helpful for learning about place value or number bonds. However the meaning isn't in the manipulatives themselves – it has to be constructed by children over a period of time, through playing around with them and connecting them directly to mental and recorded calculation.

Talking about their work - Allowing the children to have high quality conversations describing what has worked, why it has worked and how it worked, and how their method is the same or different to those of others.

Consolidation in meaningful contexts - Giving the children opportunities to practise in a context will help them to make links between the types of situations that a particular strategy might suit.

Questions to consider asking:

- Which operation have you used and why?
- What is the most efficient method? Why?
- Show me what you have learnt today in three different ways. Draw and explain your thinking.



Reasoning

Reasoning is fundamental to knowing and doing mathematics. Reasoning enables children to make use of all their mathematical skills and so reasoning could be thought of as the 'glue' which helps mathematics makes sense.

Reasoning skills will develop throughout Coleshill Heath School. A child could be reasoning when they:

- **Describe** what they have done.
- **Explain** reasons for what they did. These may or may not be correct.
- **Convince** others.
- **Justify** a correct logical argument that has a complete chain of reasoning to it and uses words such as 'because', 'therefore', 'and so', 'that leads to' ...
- **Prove** by stating a watertight argument that is mathematically sound, often based on generalisations and underlying structure.

Children will reason when:

1. First encountering a new challenge

When faced with a mathematical challenge, reasoning helps the children to make use of relevant prior knowledge such as how to tackle this 'type' of problem or a particular calculation method that could prove useful.

2. When logical thinking is required

3. When a range of starting points is possible

If there is not one single, obvious starting point, reasoning is required before the children even begin the task. Children can draw on prior knowledge to decide where to begin. Once they have used reasoning to select a starting point and have placed at least one number to start to solve the problem, then reasoning might make use of the number/s already in position, drawing on their knowledge of patterns and relationships.

4. When there are different strategies to solve a problem

5. When there is missing information

Children will reason to recognise the information that is missing, to figure out what it is that they need to know and to draw on their existing knowledge and to work out that information.

6. When selecting a problem-solving skill

In order to solve a problem, we need to draw on one or more problem-solving skills, such as:

- Working systematically
- Trial and improvement
- Logical reasoning
- Spotting patterns
- Visualising
- Working backwards

7. When evaluating a solution in context

Having come to a solution our children need to reflect on whether the answer is 'sensible' in the context of the problem. Reasoning tells our children that these are meaningless answers. Further reasoning helps children take into account the contexts and therefore prompts them to interpret the solutions and tweak them.

8. When there is more than one solution

If the challenge is to find all possible solutions, then the reasoning might involve having a system which ensures none are left out.

Problem solving

A problem is something that the children do not immediately know how to solve. There is a gap between where they are and getting started on a path to a solution. This means that the children require thinking and playing with the problem time. They need to test out ideas, to go up 'dead ends' and adjust their thinking in the light of what they learn from this, discuss ideas with others and be comfortable to take risks. When the children are confident to behave in these ways they are then able to step into problems independently rather than immediately turning to us as teachers to ask what to do!

As teachers we can support our children to develop the skills they need to tackle problems by the classroom culture we create. It needs to be one where questioning and deep thinking are valued, mistakes are seen as useful, all children contribute and their suggestions are valued, being stuck is seen as positive and children learn from shared discussion with the teacher, support staff and peers.

The stages of the problem-solving process

The problem-solving process can usually be thought of as having four stages:

Stage 1: Getting started will mean offering children strategies to help them engage with the problem. These could be prompts such as:

- Tell me/a partner what you think the problem is about.
- What would help you understand the problem?
- You might like to draw a diagram, act it out or represent it with a model.
- What other problems have you seen that are 'a bit like' this one?
- What mathematical skills have you got that could be helpful here?

Stage 2: Working on the problem will usually involve using one or several problem-solving skills such as: Trial and improvement, working systematically (and remember there will be more than one way of doing this: not just the one that is obvious to you!), spotting patterns, working backwards, reasoning logically and visualising the problem.

Stage 3: Digging deeper usually happens when the problem has been explored and then it is possible to look for generalisations and proof.

Stage 4: Concluding is the part of the problem-solving process where we support the children to learn to explain their findings both verbally and in writing.

Section Two

Planning for progression in maths

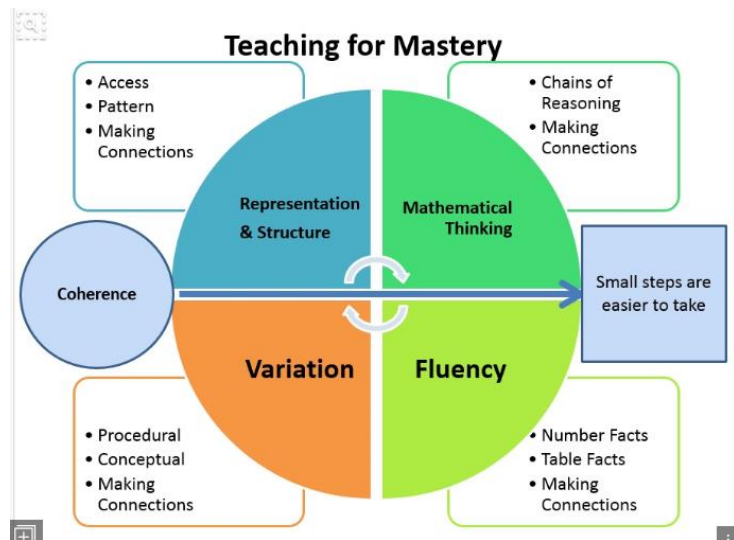
Long Term Overview

Planning from starting points

It is important to maintain high expectations and teachers should aim to teach the content from the age-related year group. However, teachers need to use a range of assessment information to ensure maths teaching builds from children's starting points and enables quality opportunity for them to deepen their level of understanding before moving on. For example: teachers will need to look at the objectives from previous year groups and in the cases where they know there is a clear gap, learning must be personalised for these groups of children.

Depth and Mastery

It is expected that all children will 'master' the curriculum related to their age. Those pupils with a good level of understanding and who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. It is therefore not appropriate for a child in Year 3 who can add three-digit numbers using the formal column method, to be moved onto the Year 4 expectation of adding four-digit numbers, until they have had the opportunity to apply their knowledge in different contexts, through problem solving activities and across other curriculum areas.



Knowing what is in your curriculum

The empty cells in the progression tables are also useful to teachers when planning for their class. They highlight where mathematical skills and concepts have been taught in previous year groups, yet do not have specific statements for later year groups. For example: 'Measurement' domain does not include statements beyond Year 3 for the addition and subtraction of money. Teachers in Years 4 to 6 are still likely to want to include this in their teaching.

EYFSP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
begin to use everyday language related to money (pence and notes)	recognise and know the value of different denominations of coins and notes	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	add and subtract amounts of money to give change, using both £ and p in practical contexts			
		find different combinations of coins that equal the same amounts of money				
		solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change				

Empty cells also reveal to teachers when concepts are first introduced to the children. For example: Empty cells in the 'Measurement' domain reveal that perimeter is taught for the first time in Year 3. If Year 3 children experience difficulty with the conceptual understanding of perimeter, then there are no similar statements from the previous year to track back to.

The maths planning process at CHS

Step 1: Long Term Overview

Which objectives are you teaching and for how long?

LOOK

Long Term Overview

Autumn Term 1			Autumn Term 2		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Number Place Value	Number Addition, Subtraction, Multiplication of 1-Digit				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Place Value	Place Value	Place Value	Place Value	Place Value	Place Value
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6



Step 2: Bright Pi Progression Overview

What skills and concepts are your children secure with from their previous years learning?

Are there any gaps in their previous years ARE? **These skills and concepts need to be addressed; this could be through your mental oral starters.**

What key skills and concepts are taught in your current year group?

LOOK

Number and Place Value

Year	Skills	Concepts
Year 1	Counting in ones and tens	Understanding the relationship between units and tens
Year 2	Counting in ones, tens and hundreds	Understanding the relationship between units, tens and hundreds
Year 3	Counting in ones, tens, hundreds and thousands	Understanding the relationship between units, tens, hundreds and thousands
Year 4	Counting in ones, tens, hundreds and thousands	Understanding the relationship between units, tens, hundreds and thousands
Year 5	Counting in ones, tens, hundreds and thousands	Understanding the relationship between units, tens, hundreds and thousands
Year 6	Counting in ones, tens, hundreds and thousands	Understanding the relationship between units, tens, hundreds and thousands



Step 3: White Rose Hub Short Term Planning (Small steps)

Once you have mapped out your coverage for the block, use the White Rose Hub documents to create your own short term plan.

CAUTION: This must be a progressive learning journey, not one off, stand-alone lessons.



Step 4: Maths No Problem Text Books and Pupil Books

Refer to the appropriate skills and concepts from the Maths No Problem Text Books. Could you use the 'in focus' as an anchor task? Which questions can you use to deepen the children's learning? Could you adapt and deepen each question? Could you adapt a question to relate to a previously taught skill/concept?

REFER



Step 5: Plan on the CHS planning template

- Outline objectives for the week.
- Think through the problem that the children are going to work through.
How are you going to teach the maths skills? How will you support children who are struggling? How will you challenge children who are ready to be extended?
- State the intended outcome for each learning episode.
- Differentiate questioning according to starting points, with high expectations for all groups.
- Identify key vocabulary to be consistently embedded and reinforced over a series of lessons.
- Across a learning journey, there needs to be evidence of the concrete, pictorial, abstract approach to maths teaching.

PLAN

Maths Planning Template

Week	Objectives	Resources	Activities	Assessment
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

Maths Expectations at CHS

Learning Journey

Retrieval Practice:

As we follow a blocked curriculum, it is important that during the retrieval practise we retrieve previously taught skills to ensure these skills are consolidated and revised.

We will revisit a question from the previous topic and from the previous year's curriculum next topic. For example, children in Year 3 will be learning about shapes in their next topic, therefore they will be retrieving knowledge from the Year 2 Shape Curriculum.

Teaching of Maths

The children should have access to resources to support their understanding. We need to make sure that the children are **trailing methods**, to develop their mathematical thinking, so they understand the mathematical concepts. It is important that there are elements of **concrete**, **pictorial** and **abstract** examples throughout a lesson or a series of lessons. This doesn't need to be in the order of concrete, then pictorial and finally abstract.

Every child, regardless of their ability, needs to be exposed to **challenge** throughout their learning journey. Additionally, every child needs to be given the chance to **reason** and **explain** their mathematical thinking through the choice of activities. When using the White Rose Mastery documents, the activities can be develop further, which will provide further opportunities for deeper understanding

Through **verbal feedback** and **hot marking**, children's misconceptions need to be addressed (group of children or whole class, if needed), children need to be challenged and their learning needs to be moved on accordingly.

Variation

As teachers, we need to ensure we use a **variety** of questions to secure understanding (pick and mix questions), but we also need to use **variation** of questions, understanding the skill that you want the children to develop.

Links between questions:	Carefully thought out questions:	Order of questions/ positioning of number in number sentence:
21 x 43	23 + 10 =	23 + 9 =
21 x 35	23 + 11 =	12 + 23 =
21 x 36	23 + 12 =	= 10 + 23
What would the children do to answer these questions? How would they approach these questions?	What do you notice? How would you approach this question?	23 + 7 =
		11 + 23 =
		= 8 + 23

Building connections

These types of questions give the children the opportunity to show their depth of understanding by **spotting** and **explaining patterns**, looking for **relationships** and **connecting ideas**.

The following elements should be visible over a series of maths lesson. This certainly doesn't describe a perfect lesson, but include elements when it is appropriate. Following the aims of the Mathematical

National Curriculum fluency, reasoning and problem solving need to be included in every maths lesson/across a series of maths lesson.

Retrieval Practice (15 minutes)

Monday: Introduce 5 times table facts with related division and fraction facts (teaching).

Tuesday – Friday : Consolidation of previously taught skills – Challenge available for all learners.

Anchor Task (5 minutes)

Learning hook on the board at the beginning of the lesson, to ensure no learning time is lost and the children are challenged from beginning of the lesson. This could begin with **an anchor task from the 'Maths No Problem' Text book.**

In Focus



How many cupcakes are there on each plate?
Is there another way to put the cupcakes on the two plates?

An anchor task could also include: a photo, an object, a true or false question, a can you convince me question, sometimes, always, never question, prove it or a spot the mistake question.

Anchor question to be explored by the children using **concrete** and **pictorial** representations. Give the children the opportunity to show their mathematical thinking in as many different ways as possible.

Challenge cards need to be available for all learners so that the children can independently challenge their own learning.

Have you challenged yourself?

- Explain how you got to your answer (Use your sentence stems)
- Draw a pictorial representation of the problem and explain your drawing
- Label your question with relevant vocabulary
- Answer the question in two or three different ways
- Create your own question

Main Teaching - Let's Learn

What are the children learning? Discuss and share learning objective (when appropriate).

How are you going to break down the learning for the children to understand the skills?

Which models and/or procedures are you going **to teach** the children to support their conceptual understanding?

How are you going to challenge learners who are secure?

**The teaching and consolidation of maths skills could be developed differently over a series of lessons
Depending on the what you are teaching you may choose to teach the children in different ways.**

Teaching type 1 (Whole Class Teaching):

Whole class teaching, keeping all of the children together deepening their learning throughout the lesson. Deepen the children's understanding through questioning and through a well thought out learning journey.

Teaching type 2 (Working with groups of pupils):

During the main teaching stage of your lesson, it may be necessary to allow children who have grasped the concept rapidly to complete the work independently work at this point.

Part 1: **Guided Activity (with adult support) with Group A:** Children to practice 3 questions with adult support. These questions should build upon the teaching in the 'Let's Learn' stage of your lesson. **Group B (Rapid-graspers)** could be completing their own challenge activity at this point.

Part 2: **Guided Activity (with adult support) with Group B:** Rapid graspers to have a session with the teacher taking their learning deeper through questioning and the types of activities given to really extend learners understanding of the concepts being taught. **Group A:** Completing independent activities consolidating learning with adult support. Ensure children are given challenges through reasoning and problem solving to show what they are capable of independently.


Plenary

- Recap of learning
- Opportunity to talk over class/group misconceptions
- Opportunity for the children to teach someone else what they have learnt

Challenge

Questions to consider:

1. What prior knowledge will you build upon?
2. Do you have a challenging learning objective?
3. Is the anchor task challenging for **all** learners?
4. How will you adapt the anchor task (Maths No Problem Book) to meet your challenging learning objective?
5. For every stage of your lesson, how will ensure you are challenging all children?
 - Challenge prompt questions
 - More cognitive demanding challenge questions
 - Clever grouping/pairing
6. How will you ensure all children enter the 'struggle' zone?

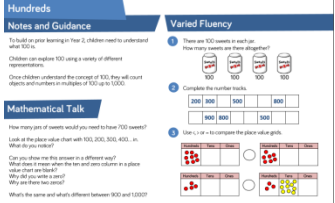
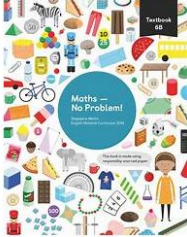
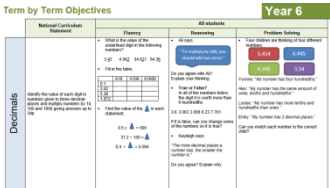
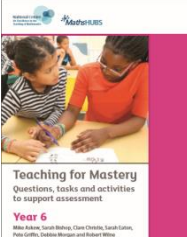


Comfort Zone	Struggle Zone	Panic Zone
		
Low challenge Low stress Limited thinking Limited learning	High challenge Low stress Thinking required Effective learning	Very high challenge High stress Cognitive overload Limited learning

7. How will you support children to recognise when they need to persevere?
8. Have you incorporated your challenge questions or plan in opportunities for the 'challenge prompt questions' to be referred to, in the application section of your plan?

Clever grouping/pairing

- **Mixed ability groups:** Rapid graspers (higher attainers) are supporting struggling learners.
- **Mixed ability for anchor task:** Children solve and discuss the anchor task in their mixed ability pairs/groups. Practice in their ability groups.
- **Ability groups** from the beginning of the lessons based on AFL.

Documents to support planning:

<p>White Rose Hub Small Steps</p> 	<p>Small steps guidance. For each small step the Maths Hub have provided some brief guidance to help teachers understand the key discussion and teaching points.</p>
<p>Maths No Problem text books</p> 	<p>Text Book A and B Work Book A and B</p> <p>Resources and ideas to support planning in Maths. These text books show how we can show variation when teaching different maths skills and concepts.</p>
<p>White Rose Hub (2016) Materials</p> 	<p>Fluency, reasoning and problem solving activities which can be developed further.</p>
<p>Oxford Owl greater depth materials</p> 	<p>The questions, tasks, and activities that are offered in the materials are intended to be a useful vehicle for assessing whether pupils have mastered the mathematics taught.</p>
<p>Can you convince me questions</p> 	<p>A resource to encourage pupil's thinking, reasoning and mathematical discussion.</p>
<p>NCTEM progression and start questions</p> 	<p>Linking to the objectives from the National Curriculum, this document gives reasoning questions to enable children to think deeper. Again, these types of questions can be developed further.</p>

Arithmetic sessions (Year 3 to Year 6):

Year 3 and Year 4: One 20 minute per session per week

Year 5 and Year 6: Three times per week for 20 minutes

Teachers should use the termly arithmetic assessments to identify gaps and misconceptions in children's understanding. Skills and concepts that the children are not secure with, will be focused on in these sessions. These sessions could include lots of repetition, chorusing and playing games which will support their understanding.

Throughout these sessions, use the children's understanding to move children on accordingly. Use gaps to inform starting points for the next week's learning. Evaluation could include using the Cornerstones arithmetic tests or test base. It may not be necessary to test the children each week.

Early Bird Maths: Fluency

Start of the day activity should consist of the children revisiting and practising **at least 5** previously taught arithmetic skills. Please ensure you plan for variation within the questions.

E.g:

1. $(23 + 37) - 15 =$
2. $20\% \text{ of } 520 =$
3. $12 - 10.47 =$
4. $= 1,105 \div 85$
5. $500,000 + \underline{\hspace{2cm}} + 40 = 530,040$
6. $1\frac{3}{4} + 1\frac{1}{3} =$
7. $= 2,400 \div 6$
8. $5.35 \times 7 =$
9. $\frac{1}{6} \times \frac{3}{4} =$
10. $= 747 \div 1$

Use it!

$$47 \times 6 = 282$$

Use this fact to calculate the following:

a. $470 \times 6 =$

b. $4.7 \times 6 =$

c. $0.47 \times 60 =$

d. $4,700 \times 6 =$

e. $470 \times 600 =$

Section Three

Talk for maths

Maths Vocabulary

Talk is essential in supporting and developing children's thinking and learning. High quality discussion can raise standards in mathematics. In order to engage in extended dialogue, pupils need to have a rich diet of mathematical vocabulary to draw upon.

Throughout every maths lesson, children need to be exposed and use **mathematical language**. At the beginning of a series of maths lessons, the children need to be reminded of and introduced to the maths vocabulary that is relevant to their learning journey. Children need to be able to **articulate** the meaning of the vocabulary and use it in their written and verbal responses. Additionally, children need to have the opportunity to **verbalise** their understanding of the maths skill, through **teacher modelling**. We need to involve the children in rich discussions, developing their understanding further of the mathematical skill.

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

Vocabulary that will support the children's learning needs to be displayed on the maths working wall, and used throughout every maths lesson.

Sentence Stems

To support our children in structuring explanations, simple sentence starters can be used. These should be modelled by the teacher initially, requesting additional responses from individuals or pairs and small groups after thinking time is provided.

The first thing I did was...

I already knew...so...

I noticed that...

Once I found out... I could then ...

It didn't work when I ... so I ...

The part I found most difficult was ... because...

The part I found easiest was...because...

It could be...because...

It couldn't be...because...

Questions to encourage dialogue and reasoning

What do you already know?
How will this help you to find out....?
Can you explain what you have done so far?
What did you notice when....?
What is the same/ different about.....?
Do you agree that.....?
Why is that piece of information important?
What could we try next?
What would happen if we....?
How can we be sure that.....?
Why do you think that.....?
Can you explain why.....?

Questions to develop resilience

What do you think the problem is asking?
Have you encountered this type of problem before?
What other information is needed in order to answer the question?
What have you tried already?
What do you want to know now?
How else could you represent the problem?
Are you being systematic?
Would anything else work?
Can you reword the problem and explain it in a different way?
What parts of the problem do you understand?
Would a picture or a diagram help solve the problem?
Would any specific resources help you such as counters, cubes, a number line etc?

Section Four

Timetables and Related Number Facts

Mastering Number Programme (Reception, Year 1 and Year 2)

We follow the NCTEM Mastering Number Programme in Reception, Year 1 and Year 2 to secure firm foundations in the development of good number sense. The aim is that children will leave Key Stage 1 with fluency in calculation and confidence and flexibility with number.

In Reception, the Mastering Number Programme is taught within the continuous provision. In Year 1 and Year 2, the programme is taught daily, in addition to the Maths lessons.

Timetables (Years 3 – 6)

The first Monday in the month: Introduce and teach new number facts.

Friday: Paper TTRS to be completed, focusing on previously taught times tables and current times tables that you are teaching.

Times Table Rock Stars (TTRS) (Year 3 – Year 6)

To support children practising their fluent recall of their multiplication and division facts, children are able to access TTRS within school and at home.

Assessment point 1 and 2:

- TT Rockstar soundcheck – Raw Score on Insight
- TT Gig

Monthly: TTRS battles against year group class within school and at home

Times Tables

Below are the times tables each child should know as a minimum by the end of each academic year. This is in line with national expectations.

Reception: When counting objects, children should be able to group in twos, fives and tens and record the total.

Year 1: Record sequences of twos, fives and tens (e.g. 2, 4 6, 8 etc.) and identify any missing multiples. Know off by heart the doubles and halves of numbers to 12. Draw and use arrays to solve multiplication problems.

Termly Breakdown of Times Tables and Division Facts

<u>Year 1</u>	
Autumn 1	1 x tables (no division facts)
Autumn 2	10 x table to 6 (no division facts)
Spring 1	10 x tables to 12 (no division facts)
Spring 2	2 x table to 6 (no division facts)
Summer 1	2 x tables to 12 (no division facts)
Summer 2	5 x tables to 12 (no division facts)
Teaching methodologies	
Count pairs of objects, count straw bundled in tens, sing counting songs, hundred square, number lines and pictorial representations on display.	
<u>Year 2</u>	
Autumn 1	5 x tables to 12 including division facts
Autumn 2	Recap 2,5 and 10 x tables with the new inclusion of division facts
Spring 1	4 x tables to 12 including division facts
Spring 2	8 x tables to 12, making explicit links to 4 x tables and including division facts
Summer 1	3 x tables to 12, including division facts
Summer 2	6 x tables to 12, making explicit links to 3 x tables and including division facts
Teaching methodologies:	
Count objects in groups, sing counting songs, hundred square, number lines, array with concrete resources and pictorial representations on display.	
<u>Year 3</u>	
Autumn 1	3 and 6 x tables recap including division facts
Autumn 2	9 x tables to 12, making explicit links to 3 x tables and including division facts
Spring 1	7 x tables to 12 including division facts
Spring 2	11 x tables to 12 including division facts
Summer 1	12 x tables to 12, making explicit links to 6 times tables and including division facts
Summer 2	Recap of all times tables, plus the introduction of square numbers.
Teaching methodologies:	
Count objects in groups, hundred squares, number lines, array with concrete resources and pictorial representations on display.	

Year 4

The national curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12 x 12. As a school, we are aiming that the children learn all the tables and division facts by the end of Year 3. If your children are working below, please track back to previous year groups and follow that structure.

Autumn 1	Recap 2, 5 and 10 x tables including division facts
Autumn 2	Recap 3, 6 and 12 x tables including division facts, making explicit links between the tables
Spring 1	Recap 4 and 8 x tables including division facts, making explicit links between the tables
Spring 2	Recap 7 x tables to 12 including division facts
Summer 1	Recap 9 x tables to 12, making explicit links to 3 x tables and including division facts
Summer 2	Recap of all times tables, plus square numbers.

Teaching methodologies:

Hundred square, number lines and pictorial representations on display.

Year 5

The national curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12 x 12. As a school, we are aiming that the children learn all the tables and division facts by the end of Year 3. If your children are working below, please track back to previous year groups and follow that structure.

Additionally: Knowledge of prime numbers to 19.

Year 6

If your children are working below, please track back to previous year groups and follow that structure.

Additionally: Knowledge of prime numbers below 100.

Identify common factors and multiples.

Section Five

Formal Written Methods

The Written Calculation Guide provides teachers with a detailed supportive document, showing a suggested progression towards formal written calculation methods. The documents support the progression towards a formal WRITTEN method for each operation.

It is vital that we consolidate and build on children's developing mental calculation skills. We need to follow the written calculation guidance so we show progression with our formal written methods across the school and so that the children are secure with their understanding of a certain method, before moving onto a more complex written method.

Resource Boxes

It is essential that practical apparatus are used throughout Key Stages 1 and 2. An ethos should be developed where children select their own mathematical equipment for themselves, to support them in their thinking. The use of all equipment needs to be modelled carefully, using appropriate mathematical language, and then be easily accessible for all.

Children especially in Key Stage 2 need to continue to be given the opportunity to 'see' the underlying concepts in the area of maths they are working with, through the use of concrete equipment and resources.

Key Stage 1	Key stage 2
Base ten equipment – e.g. Dienes or straws in bundles or Numicon Number fans Individual items to count (bears, conkers, shells etc.) Linkable cubes, counters Number lines to 50, and to 100 Bead strings Number grids 1-100 Multiplication grids (year group specific) A selection of coins	Number lines to 1000 Blank number lines Negative number lines (year group specific) Place value baseboards (year group specific) Base ten equipment – e.g. Dienes, Place value counters or Numicon Number fans (double digits) Linkable cubes Counters Bead strings Multiplication tables grid (2, 3, 5, 6, 8, 10) Multiplication grid up to 12x12 Number grids 1-100 Gattegno charts (year group specific) Coins & notes

Section Six

Financial Education- Life savers

LifeSavers is a financial education programme for primary schools, helping children manage money wisely now and in the future. The children will learn about money through the lens of: generosity, wisdom, thankfulness and justice.



Five big questions about money:

- How can we look after our money?
- Where does our money come from?
- How does money make us feel?
- What can we use our money for?
- How does our money help other people?



	How can we look after our money?	Where does our money come from?	How does money make us feel?	What can we use our money for?	How does our money help other people?
Reception			Money makes me feel...		
Year 1	Looking after our money	Where do I get my money?	What can we do with our money?		How can we help others?
Year 2	Respecting the things we all have: borrowing and lending (2 lessons)		How much do I have to spend?	What do we need money for?	
Year 3	Keeping track of our money	Where do adults get their money from?		How do we spend our money?	What does it mean to be charitable?
Year 4	Saving and borrowing- why save?		If we can't afford to buy things	Needs and Wants (2 lessons)	Using our spending power to help others
Year 5	Saving and borrowing- The advantages of saving. What is borrowing?	Why do we work?		Making Choices	What are taxes and why do we have to pay them?
Year 6	The cost of borrowing?	Work and Pay			

The questions have been designed to enable pupils to explore all the things we can do with our money – spend, save, give, lend, invest and borrow. The activities will enable children to acquire a range of financial skills and knowledge, whilst also exploring how the values of generosity, wisdom, thankfulness and justice can shape their attitudes to, and decisions about, money. Each Big Question contains a series of activities that addresses its theme.

We will teach up to four lessons over each academic year, which will be taught in the Summer Term, and will build upon the children’s understanding of money from the previous year.

As well as teaching financial education, through lifesavers, it is important that financial education is fed into our maths teaching. Bright Pi has a variety of ideas to incorporate money into our teaching in the ‘Suggested contexts for application of skills’ section of the planning materials.

Section Seven

Assessment Practice in maths

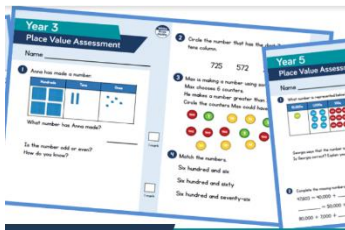
Standardised testing

Children will complete standardised tests during the two assessment points (See Assessment Policy). These tests will provide you with a reliable range of information that will support and guide the management of effective learning in the classroom. They will support benchmarking and 'PIT' [Point in Time].

Insight

See Assessment Policy.

Pre and post assessments



Before teaching a unit of work, the children will complete a pre assessment which will be questions from the previous year's curriculum. After a unit has been taught, the children will complete the post assessment to see how much they have retained. Gaps in the children's knowledge will be planned into retrieval practice sessions. These need to be stored in the children's test

folder, not stuck in their exercise books.

Section Eight

Intervention in maths

Interventions at Coleshill Heath School should be planned to support children and target groups who are at risk of falling behind. However, it is important not to rule out intervention that might be necessary for other groups such as those who are identified as gifted and talented in maths, but are not making sufficient progress. It is important to tailor interventions to children's strengths and weaknesses, and focus on particular misconceptions and incorrect strategies that the children may have.

Teacher lead intervention

During assembly time, it is important that teachers have a focus group of children supporting those who need further support with a mathematical concept.

Support staff intervention

There are two types of intervention that support staff could lead:

1. Weekly support - working with a specific focus group of children on a specific skill, for a specified period of time, for example place value.
2. Supporting an individual child or group of children, addressing any misconceptions that the child/children have had during their maths lesson. This type of intervention could be at the beginning of the day during Early Bird Maths, during assembly time or designated time during the day.

The following programmes could be used as an intervention to help support children's progress and understanding, as well as teacher direction:

- Tagtiv8
- Maths of the day
- Third Space Learning
- Times Table Rock Stars
- Every Child Counts (Year 5 and 6)
- Success at Arithmetic (Year 3 and 4)

Questions to consider:

What is the focus of the intervention?

How many weeks will the intervention last?

How often will the intervention take place?

How will you show progress?

What resources will you need?

How will you communicate with class teachers?

Evaluation

Teachers and support staff need to constantly evaluate their interventions. Thinking about the following questions:

How much progress have the children made?

Does the intervention need to be adapted? If so, how?

Do I need to re-visit this skill?

Do some children need to move on?

Section Nine Home Learning in maths

Maths Homework

Teachers need to set homework on a **Friday**, which will be expected to be completed and returned to school by **Wednesday**. If homework is not completed at home, then it needs to be completed at school on a Thursday or Friday. A class list must be ticked off to state who has and who has not completed the homework.

Homework can be set as either a baseline assessment to understand the children's starting points or as a way to develop and practise taught skills.

Parent Partnership Workshops

Each term as a way to support our parents, each year group will deliver a parent workshop modelling how to use concrete resources, pictorial understanding and abstract methods, to support their children at home. These sessions will take place in the hall, with the children and their grownups. Teachers will need to decide on dates that best suit them and the children's learning. Over the academic year, **three** maths parent partnership workshops need to take place.

This could look like the following:

Term	Focus
Autumn 1	Calculations (addition and subtraction)
Spring 1	Calculations (multiplication and division)
Summer 1	Money

When deciding on your parent partnership focus, please think about the skills that you will be teaching that half term. Which skills do your children need support with at home? Which knowledge and understanding could you share with our parents and carers, to help support our children?

Section Ten
Ten Minute Taster Notes

Date of session:
Led by:
Focus:
Notes:

Date of session:
Led by:
Focus:
Notes:

Ten Minute Taster Notes

Date of session:

Led by:

Focus:

Notes:

Date of session:

Led by:

Focus:

Notes:

Ten Minute Taster Notes

Date of session:

Led by:

Focus:

Notes:

Date of session:

Led by:

Focus:

Notes:

Section Twelve
Professional Learning Notes

Date of session:

Led by:

Focus:

Notes:

Date of session:

Led by:

Focus:

Notes:

Date of session:

Led by:

Focus:

Notes:

Personal reflections for Professional Learning and Development

What are my areas of strength? Subject knowledge and pedagogy

What are my areas to develop? Subject knowledge and pedagogy

How will I take action to move myself forward?

Policy Name:	Maths Policy and Handbook
Staff Responsible:	Mrs H Hennessey
Governor Responsible:	Scrutiny and Outcomes Committee
Date for Review:	June 2025 (every 2 years)
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Full Board – 10 th July 2023