

## Maths at Rendlesham

### Intent:

We believe all children can achieve at maths. Our aim is to equip all pupils with the skills and confidence to solve a range of problems through fluency with numbers and mathematical reasoning. Through strong subject knowledge we encourage a love of learning; independent thinking; and resilience and determination.

### Implementation:

We have selected the White Rose schemes of learning to guide our planning and teaching in maths as a mastery approach to support a deep connected and sustained understanding. The scheme ensures that all pupils become fluent, reason mathematically and solve problems. We have adapted their yearly overviews which blocks mathematical themes together and have linked them directly to I See Reasoning, NCETM and NRICH problems in order to further develop our children's problem solving skills. We have adapted the order of White Rose to ensure we revisit key calculation topics across the year.

When planning the concrete, pictorial, abstract approach will be followed to develop a deep and sustainable understanding. Key vocabulary will be identified and taught to support understanding and children's own ability to explain and discuss mathematics. At the end of taught block teachers will reassess so that the children, and teachers can see progress and whether age-related expectations have been met. If children have not met age-related expectations teachers adjust sequences of future learning.

In order to be inclusive our SEND pupils follow the same blocks as their class. SEND pupils may be supported by additional adults, different resources or different activities. Where gaps are noticed we look back at what prior knowledge needs to be taught to enable the children to succeed.

During lessons, teachers will use 'live marking' and scaffolding to support children's understanding for this lesson and future lessons. The Rendlesham Maths Curriculum provides teachers with lots of problem solving activities to use, teachers decide which activities match the learning intention (taken from White Rose's small steps) in each lesson. Over time, teachers ensure that all books are seen to check children's current understanding and enable them to plan the next steps. Teachers will use questions such as "how do you know?" and "why?" to assess children's understanding and to promote mathematical discussion and reasoning.

In Key Stage 2, overlearning of multiplication and division facts basic facts to increase fluency is achieved through the use of a range of methods e.g. Times Tables Rock Stars, Maths Olympics and the 56 club.

Each class has a working wall for the current mathematical block being taught. This is to support the children's understanding of the learning sequence being taught. We also link directly to the trusts learning characteristics across all of our teaching.

There is a shared display board to celebrate children's successes in maths, this is updated regularly. This links to our 56 club and Maths Olympics which the children can take part in

during a Thursday lunch time. These develop number bonds and basic fact recall from Year 1-6.

Termly assessments are carried out for children in years 2-6, year 1 are assessed in the Summer Term. We use NTS assessments as they allow us to conduct a gaps analysis to inform us of any teaching or re-teaching that is required. NTS assessments also align with White Rose small steps. Data is recorded termly on Arbor as to whether the children are on track to be, working towards, at or above age-related expectations.

In EYFS, children are provided with opportunities to develop their skills in counting, calculate simple addition and subtraction problems and describe shapes, spaces and measure. This is through using a range of practical resources. This mathematical learning is captured on Tapestry – which is an online Early Years Learning Journey. The revised EYFS framework has been used since September 2021 alongside the White Rose Maths scheme of learning. Reception record their maths learning in floor books which are child led and give the children opportunities to link directly to our learning characteristics. We have a balance between group focused work with the teacher and maths activities included in the continuous provision. Maths in an EYFS setting will include these elements as agreed by the Early Years Leads and the Head of EYFS at the trust:

- Rich in mathematical language.
- Input will be interactive and visual.
- Differentiated questioning and targeting questioning from all adults in the room.
- Resources and apparatus will encourage independent learning.
- Learning will be linked to children's interests.
- At least one activity will be set up linked to Maths learning focus.
- Activities have been pitched to the appropriate level for individual children.

We believe in continually developing our teaching through our links to over schools in our Academy chain, through research and through our local Maths Angles Hub. In September 2022 we will be joining the Mastery Readiness programme.