

Assessments

Children will be assessed on their prior knowledge, fluency, problem solving and reasoning skills during their daily Maths lessons. We also use NFER and / or PUMA termly assessment tests to check progress.

Times Table Rock Stars

Children will complete a Times Table Rock Stars challenge at the end of each week and at the end of each half term. Children will also be tested on the inverse operation (division). Children will be taught the skills required for the rapid recall of times tables during an Arithmetic lesson on a Monday and daily practice sessions. They can also practice online at home.

AFL

To accurately assess prior knowledge, teachers will set an Assessment for Learning (AFL) question at the start of each lesson or new topic. This will ensure all children start at an accurate and challenging start point.

The Calculation Policy

There is a Calculation Policy based on the principles of a CPA (Concrete, Pictorial, Abstract) approach. This provides guidance for how we teach specific concepts.

Learning Objectives

The objectives for each lesson are shared at the start with the children. They are broad to allow all children to achieve the Learning Objective at their level.

99 Club

The 99 Club is a progressive programme that aims to encourage pupils to improve their mental calculations, particularly with the recall of multiplication and division facts.

Tasks,

Children will be appropriately challenged with all tasks being differentiated. Children will also be moved onto a variety of different tasks, ensuring a good level of progression and development of skill is shown through different approaches. It is expected that children will complete fluency, problem solving and reasoning.

Curriculum

St Michael's CE Primary School will use the NCETM Prioritisation overviews, including the Ready to Progress Criteria. These have been blocked to allow for greater continuity when teaching fluency skills. Each block lasts for approximately 3 weeks. Teachers will use their professional judgement when deciding if blocks need to be extended. White Rose Maths and Maths No Problem are used to support with resourcing.

Data

We will track the progress that the children are making during the year by collecting data on their progress. Teachers will be able to explain the progress that has been made and talk about their plans for future teaching. Children's Maths books will be used to evidence the progress made. It is expected that children will have a variety of evidence in their books, including fluency, problem solving and reasoning.

Progress

Plans



St Michael's C.E. Primary School

CPA

If children have used concrete resources to support their Mathematical understanding, it will be evident in their books. It is expected that children will draw their own pictorial representations.

A CPA Approach

Children will be given regular opportunities to MAKE / BUILD their Mathematical calculations with CONCRETE manipulatives; to DRAW these calculations with PICTORIAL representations and to answer Abstract questions, using the skills they have learnt. Children will be able to answer abstract calculations using concrete resources and/or pictorial representations.

Books

Teaching

Mathematics

Marking and Feedback

It is expected that children will receive daily feedback on their progress in Maths. This might be through verbal feedback during the lesson and/or feedback through marking. Children will also be assigned tasks to develop their learning further.

Maths at St Michael's enables children to acquire a deep and long-term understanding of Maths that they can use in different real-life situations.

Intent – Based on the 5 Big Ideas – Coherence, Representation and Structure, Mathematical Thinking, Fluency and Variation.

Teaching

All tasks will be modelled for the children. This is so that they can transfer the skills learnt into their independent work. All modelled examples will be presented on the classroom working wall so that they can be referred to by the children when needed. Lesson will follow a I Do, We Do, You Do structure - this method of modelling starts with some demonstration by the teacher, then moves to supported practice, before finally turning into independent work.