



CRADLEY CE PRIMARY SCHOOL

Maths at Cradley CE Primary School

Intent

At Cradley Primary School, maths is a central part of our children's journeys and we believe that every child should feel comfortable and confident in maths, while also being challenged. We provide a broad and balanced mathematics curriculum for all children, encouraging them to reflect on, share and discuss their learning, thereby promoting enjoyment and enthusiasm. A positive approach to learning is fostered through quiet focused practice, practical activity, outdoor learning and investigation as well as pride in clear and written solutions to problems. Children become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time. We encourage children that 'math-tastic mistakes' are part of learning and to always show their thought processes. Our 'Brain, Buddy, Board, Boss' approach encourages independence, while our curriculum develops children's resilience for reasoning and logical thinking so that they are fully prepared for their next steps. Alongside this, we encourage oracy skills to support explanation and understanding.

Implementation

Hamilton Trust planning forms the Objective Map for Years 1–6. These plans are supplemented and adapted to suit the individual needs of the class and children of all abilities are challenged. Additional resources used include Tara maths, Teach Active and NRICH investigations. In the classroom, key vocabulary is displayed and recapped regularly, and resources are available and accessible. In EYFS, Mastering Number is used to teach Number and Numerical Patterns, and White Rose is followed for Shape, Space and Measure to ensure we are preparing the children for the Year 1 curriculum. In Years 1 and 2, Mastering Number is also taught discretely 4 times a week for most of the year to ensure they master the concepts of KS1 number before progressing into KS2.

Impact

Assessment for learning is integral to the daily teaching of mathematics, with adjustments being made to planning and teaching as the week progresses. Staff make assessments of the children's learning on a daily basis through observation, listening to the children, engaging them in conversation about what they are doing, asking open-ended questions and checking understanding.

The triangle marking system is used next to the learning objective to demonstrate level of understanding and if a child does not achieve a full triangle, they may be included in a follow-up intervention. Arithmetic tests are carried out regularly across the year to formatively monitor learning and remembering, and Testbase is used to create termly reasoning assessments for Years 3-6 based on Hamilton planning.

The assessment data is recorded on Scholar Pack on a termly basis and Pupil Progress meetings are held, following each assessment. The teaching and learning of mathematics is monitored and evaluated by the Maths Coordinator through book looks, learning walks, pupil voice and assessment data. The Maths Coordinator then feeds back regularly in staff meetings and via newsletters, in order to continually develop and improve mathematics provision.