

Intent:

At BSM, we want all children to flourish as confident, strategic, and ambitious Take Care mathematicians.

Teaching and Learning

From F2 through to Year 6 we follow White Rose scheme of learning. Staff recap key areas of Maths each day using the key objectives from the Ready to Progress document that recalls previous learning from their current year and the year before. All pupils have opportunities to access fluency, problem solving and reasoning activities in all lessons. This is adapted through EXP and GD (in some classes, where pupils are working below expectations this will be adapted further). In Key Stage 2, learning is documented through Magma Maths and Maths Jotters.

Structure

Review Vocabulary Model Guide Independent

How do we evaluate the IMPACT of teaching and learning?

- Immediate feedback and assessment of learning
- Pupil Voice
- Book looks and Learning walks
- Data monitoring and evaluation
- Termly formative assessments

How do we use digital tools to support teaching and learning?

- Voice recorded instructions or key terms by teacher/TA
- Teaching PowerPoints/ Models on Showbie which pupils can watch to support learning.
- Digital recording formats used to show understanding e.g. Magma Maths.
- Fluency, Problem Solving and Reasoning tasks available on Magma Maths (KS2)

Resources

We use a variety of different resources to support our learning in school. We follow White Rose's scheme of learning and supplement this with Power Maths resources.

In all our classrooms, children have access to a range of practical resources such as cubes, base 10, place value counters etc. to challenge and support learning. These are made available for children to use throughout the school.

Adaptations in Maths

Adaptations in Maths are personalised based on class and individual children. Examples include:

- Personalised Curriculum
- Additional physical resources
- Pictorial representations
- Pre/post teach
- Questioning

Assessment of Maths

Assessment of Teaching

- Maths learning walks take place throughout the year with the Maths Lead and members of SLT.
- Book looks/Magma Maths/Showbie looks to share good practice throughout school conducted termly.

Assessment of Learning

-Live marking allows staff instant feedback to address misconceptions and plan next steps. In KS2 the use of Magma Maths provides live feedback to pupils and teachers.

-Termly NFR tests conducted (Yr1-6) and data is assessed, tracked and used to inform planning and intervention.

-In EYFS we assess through a combination of practitioner knowledge of the child and Reception Base Line in Autumn 1.

Environment

Each classroom has a dedicated Maths area, where resources are made easily available to all pupils. At this area, there will be visual prompts, such as key vocab for the week, useful guides (e.g. number line, counting resources etc.), reasoning sentence starters and interactive questions to promote mathematical thinking. There will also be a celebration of children's work. Maths environment learning walks are completed termly.

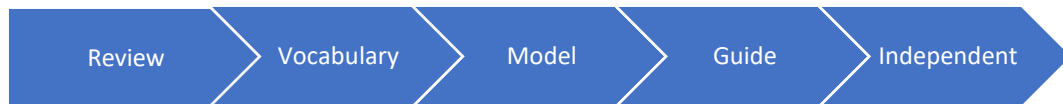


Maths in EYFS at Bulwell St Mary's C of E Primary

Teaching and Learning in EYFS

Maths in EYFS is covered through Communication and Language and Mathematics areas of the curriculum. Maths is accessed by the children through a mix of directed teaching sessions and resources in Continuous and Enhanced provision. In F2 Maths directed teaching sessions are daily and in F1 are three times a week. F2 Maths lessons are planned using White Rose resources and F1 Maths lessons are based around 'Developing Early Number Sense'. A progression of skills in Maths for F1 and F2 can be found on One Drive as well as weekly planning. Maths directed teaching sessions in EYFS are as interactive as possible, using a mix of concrete, pictorial and abstract resources and involve each child having their own set of manipulatives to explore and demonstrate understanding of their learning. F1 Maths directed teaching sessions are often based around a book or linked to the current theme or topic.

Structure



Recap – for example counting, subitising etc

Vocabulary – introduce and discuss particular vocabulary to be used in the lesson, where possible put the word into a sentence or example.

Model – an activity involving the teacher using manipulatives/resources to model and practice a skill or new knowledge with the children.

Guide – an activity where the children are involved with the teacher to have a go at the new learning together.

Independent – children have the opportunity to explore and demonstrate their learning and to explain their thoughts.

Environment

Maths is incorporated into the environment and updated regularly. Each area has language-specific prompts for adults which are adapted for both F1 and F2 children to promote mathematical talk. Continuous provision activities are set up to support previous learning in Mathematics.

Recording Learning in EYFS

Evidence for maths from directed teaching can be seen in 'Special Books', displays and on class Dojo.

Adaptations in Maths

Adaptations are done through questioning to challenge more able children and less able children may have a smaller quantity/numeral to work with. For example, if the intended outcome is to order numbers to 10, they may order to 5.

Vocabulary

Maths vocabulary is highlighted on weekly lesson plans and also forms part of the progressive language used and displayed around the EYFS area e.g. words based around capacity in the water area. Adults in the unit roll model and encourage the use of mathematical language to support pupils.

