



WHAT MATHS LOOKS LIKE AT KIWI PRIMARY SCHOOL 2023/24



At Kiwi Primary School, we follow White Rose Maths across school. This is supplemented with a range of other resources such as Ready to progress documents, NCETM.

Teachers use the small steps to ensure that children develop a deep understanding of the Mathematical concepts being taught. We follow a CPA approach- Concrete, Pictorial, abstract- when delivering lessons.

All lessons follow 10 basic principles:

- Review previous knowledge- Children to recap learning.
- New learning to be presented in small steps.
- Ask a large number of questions to encourage thinking and discussion.
- Provide models and representations.
- Guided student practice – variation in question type.
- Check for understanding throughout.
- Provide scaffolds for difficult tasks- In place when needed, remove when not.
- Require and monitor independent practice.
- Engage children in daily, weekly and monthly reviews- (Flashback 4)

Children who have understood the objective quickly, will be provided with an extension task to deepen their understanding and allow them to use their knowledge in different situations.

Support from Teacher and TA will be set dependent on task and ability of the children.

EYFS

We teach mathematics in our nursery and reception classes. Teachers and practitioners support children in developing their understanding of mathematics in a broad range of contexts in which they can explore, practice and discuss their developing understanding. Learning includes working with numbers, shapes and measures, recognising patterns, making connections, plus counting, sorting and matching. Our children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We recognise that children learn through routine, continuous provision and incidental learning opportunities, as well as planned sessions and activities. Mathematical understanding can be developed through stories, songs, games, routine, questioning, imaginative play, child initiated learning and structured teaching. All objectives taught are linked to the Early Years Framework.

Assessment



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Teachers will assess children's work in mathematics from three aspects (long-term, medium-term and short-term). We use short-term assessments to help us adjust our daily plans. These short-term assessments are closely matched to the teaching objectives.

We make medium-term assessments to measure progress against the key objectives.

Teachers in Year 1 - 6 use written arithmetic tests, White Rose end of block assessments, with observations each half term, to gain an understanding of the level the children are working at. These more formal assessments (Puma) provide a basis for end of term Insight assessments. Teachers are then able to set targets, both individually and group, which are shared with the children. Year 6 use previous SATs papers along with weekly arithmetic/ reasoning practice tests to aid their judgments.

We make long-term assessments towards the end of the school year, and we use these to assess progress against school and national targets. We can then set targets for the next school year and make a summary of each child's progress before discussing it with parents. We pass this information on to the next teacher at the end of the year, so that s/he can plan for the new school year. We make the long-term assessments with the help of end-of-year tests and teacher assessments on Insight. We use the national tests for children in Year 2 and Year 6 and Puma assessments for children at the end of Years 1, 3, 4 and 5.

Multiplications Table Check (MTC)- Children in Y4 will sit the MTC in June.

Multiplication Tables are taught in line with the National Curriculum. Children have regular opportunity to practice and rehearse their tables through a wide range of activities, such as: Hit the button, TT Rockstars, Mad minutes in class.

TimesTables Rockstars is used to allow children to practice at home. In Y4, time is set aside to allow children extra opportunity to develop their understanding.