Maths at Gunthorpe

Our maths curriculum strives for excellence in maths for all children through…

- Developing confident children who can talk about maths, have a go and are articulate about their learning.
- Developing pupil's enthusiasm and appreciation of maths.
- Developing fluency in number.
- Providing opportunities for pupils to apply their learnt knowledge to problem solve and reason.
- Carefully planned lessons, based on the White Rose Maths scheme, which include small steps, building upon previously learnt skills and knowledge.
- Providing opportunities to build competency by using concrete objects, pictorial representations and abstract methods.
- Supporting pupils to recognise the value and importance of maths in the wider world.

FLUENCY

At Gunthorpe, we understand the importance of fluency in number. Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.

Resources such as Times Table Rock Stars support pupils to develop fluency and automaticity in multiplication and division.

Fluency Bee is used to support pupils to develop fluency and automaticity in number facts in KS1.

Fluency activities are regularly evident in maths lessons. In addition, they are also provided as morning activities during registration.

PROGRESS

Assessment papers are used termly to assess progress.

Tracker grids monitor progress.

Termly Pupil Progress Meetings identify children, set targets, and assess the effectiveness of interventions.

Success criteria are shared with pupils in maths lessons. Teachers (and pupils in KS2) assess progress in the lesson against the given success criteria, linked to the lesson objectives.

Formative and summative assessments are used to monitor progress and inform planning.

'Flashback four' is also used regularly in class. This aids retrieval of prior learning.

SUPPORT (including SEND and EAL)

Mixed ability pairs for mutual support.

Targeted interventions for pupils identified during Pupil Progress Meetings and indicated on the PLE.

Pre and Post teaching where pupils have been identified through formative assessment (marking and observations).

Working walls within classrooms to support learning and build on prior knowledge.

Readily available manipulatives in classrooms for pupils to use as needed.

Visual representations used to support understanding.

Tasks and resources are adapted to remove barriers to learning for pupils.

ENRICHMENT

We provide children with wider opportunities for to promote a love of maths in school and at home:

- Provide pupils with a 'log in' to use TTRS at home as well as in school.
- Organise TTRS battles between pupils, classes, staff and other ASPIRE schools.
- Use Mathletics to set homework in Y3 to Y6.
- Provide parents in Y4 with an information booklet about the MTC.
- Celebrate mathematical success through weekly acknowledgment in our Fantastic Friday assembly and work is celebrated with parents in the Latest News section of our school website.
- Targeted activities and opportunities for pupils working at or towards Greater Depth.

PROBLEM SOLVING AND REASONING

Stem sentences are used to develop pupils' use of mathematical language to problem solve and reason.

Problem solving and reasoning is embedded within maths lessons.

In addition to resources provided by the White Rose scheme of work, pupils are exposed to problems solving and reasoning questions from a wide range of other resources.

Teachers use targeted questioning to develop deeper understanding.

Opportunities are provided where teachers model how to answer problem solving and reasoning questions using the 'I do, we do, you do' teaching strategy.

Teachers ensure there are opportunities to address misconceptions.

Visual imagery and manipulatives are available to support problem solving and reasoning.