



## Maths teaching at St Elizabeth's Catholic Primary School

### Foundation Stage

In the nursery, maths is taught through a range of songs and actions. New topics are introduced in two guided groups using objects, these concepts are embedded through environment enhancements. These are supported by an adult and changed weekly according to the interests of the children. Learning is recorded using photo evidence and uploaded to 2Simple alongside the teacher's observations.

Maths in reception is taught using Power Maths materials. Lessons involve a short anchor task, in which the children discover a new concept through guided questioning, scaffolding and use of concrete resources, followed by an opportunity for children to further explore that new skill with the use of concrete resources. Children can access a range of environment enhancements throughout each week, which help to embed concepts learned in lessons.

### KS1/2

Teaching of maths follows a mastery approach and is taught through the Power Maths scheme. Learning is broken into small steps and teachers use the Power Maths teacher guide to inform their weekly planning and build on this by carefully considering questioning to enable and extend pupils within the lesson.

In each lesson, new learning begins with an anchor task, in which the children are encouraged, through thought-out and considered questioning and scaffolding, to discover new mathematical rules and concepts with the use of concrete resources and pictorial representations to support and deepen their thinking. Children are encouraged to reason collaboratively and verbalise their thinking with the support of stem sentences, which encourage the use of precise mathematical vocabulary and full sentence answers.

Tasks develop the children's new skills by applying them through a variety of carefully sequenced questions that expose them to conceptual variation. Teachers use the Power Maths calculation policy, in order to ensure consistency and progression in the use of representations and calculation methods.

With the children across the school sat in mixed ability groupings, a whole class teaching approach gives all pupils the opportunity to access the content of their year group, whilst teachers ensure support and challenge through the use of concrete resources, questioning and deepening tasks. This ensures that children are encouraged to be independent learners.

### Intervention

Children who do not grasp new concepts within a lesson are involved in a same-day intervention, led by the class teacher, to ensure they receive the highest quality of teaching to target and overcome misconceptions. These interventions use a range of appropriate practical resources and help children to be able to 'keep up, not catch up' with their peers.

### Whole Class Feedback

Feedback is given in the lesson as often as possible, with misconceptions being identified at the earliest possible opportunity. After the lesson, the books are checked for understanding. Children who have struggled in the independent work are brought into a same-day intervention. Children who have demonstrated an understanding of a concept at greater depth are recorded by the class teacher and any common misconceptions are to be addressed to the whole class at the beginning of the next lesson. Children are encouraged to locate and identify their own mistakes through a range of checking strategies.

### **Teaching Support Staff**

Teaching support staff in maths lessons are not directed by the class teacher to work with a group at the beginning of the lesson. Instead, they circulate and identify misconceptions throughout the whole class and help to scaffold children who need support, whilst allowing them to maintain independence.

### **Maths Books**

Work is recorded in Power Maths practice books each lesson, with maths journals also being used to record power up activities and any journaling from the think together task that the teacher sees fit to ask the children to record. This is for children to not just find the answer, but to show their deep understanding by showing it with a variety of representations and methods and writing down their explanations.

### **Fluency**

Morning maths sessions are used daily to encourage fluency of written methods. Children have access to a range of programs in school and at home that promote fluency of the four operations, including Times Table Rockstars and Numbots. Times Table Rockstars is used in class weekly in KS2 in order to promote quick recall of times table and division facts. Numbots is used daily by children in KS1 in order to support conceptual understanding and quick recall of addition and subtraction number facts, as well as the skill of subitising.

### **Homework**

Children are expected to practice times tables and number fact fluency at home, through the use of Times Table Rockstars and Numbots. In addition to this, children are set a piece of homework weekly that builds on skills learned in class that week using the Collins Targeted Practice Workbooks.

### **Parental Engagement**

Parent 'Inspire' workshops have been held to help engage and involve parents' in their child's learning. These happen during a morning session and parents are invited to work alongside their children within a set focus, for example, times table fluency, or pictorial representations.

### **Assessment**

Assessment is done through ongoing AfL in and between lessons, as well as through end of unit tests, giving plenty of opportunities to identify misconceptions and address these. Pupils are assessed on their depth of understanding within each lesson and any children demonstrating and understanding at greater depth are recorded through the whole class feedback format.

Each half term Power Maths assessments are completed to see assess children's retention of the Units they have been taught.

PiXL assessments are used each term to track progress across the year.

## **SEN**

Children with SEN are involved in the whole class teaching across the school and are supported by further intervention. Decisions about the type of support needed are made on an individual basis.