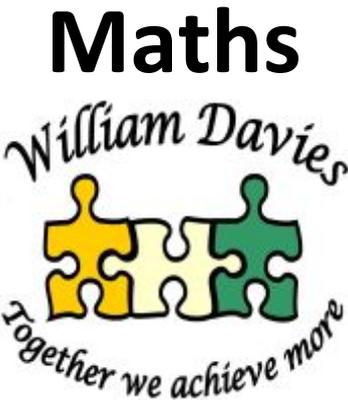


# INTENT: Safe, Happy, Challenged, Memories Made

<p style="text-align: center;"><b>Mixed-attaining pairs</b></p> <p>Children work in mixed-attaining pairs, carefully selected by teachers and which often change. They are given opportunities to share their thinking with their partner throughout the lesson.</p> <p>Impact: Children are able to discuss with peers before sharing with the rest of the class. They have time to develop their own thinking and build on that of their partner to further deepen their understanding and justification skills.</p>	<p style="text-align: center;"><b>Maths No Problem</b></p> <p>A mastery-focused scheme of work providing well-planned lessons and activities as well as online access, which we use flexibly and build upon when needed.</p> <p>Impact: Consistency of planning and calculation methods, micro-variations provide challenge for all, familiar structure of teaching for staff and pupils and ensures coverage of topics.</p>	<p style="text-align: center;"><b>CPA approach</b></p> <p>Changing representations of problems and methods by using concrete objects, pictorial representations to abstract representations to ensure a deep understanding.</p> <p>Impact: Children develop the ability to access more abstract concepts and can confidently apply this to linking different areas in maths, as well as making connections between concepts and methods, therefore developing their reasoning skills.</p>
<p style="text-align: center;"><b>Journalling</b></p> <p>Children use exercise books to do additional activities and challenges, as well as consolidating and recording their own thinking and methods. This checked by teachers and not marked, so that children feel that they can confidently share and record their thoughts without fear of judgement.</p> <p>Impact: Children can confidently share their thoughts and practise methods to develop fluency, explore their own thinking and deepen understanding.</p>	<p style="text-align: center;"><b>Questioning</b></p> <p>Varied questioning techniques are used to ensure that all children are challenged in every lesson, developing their own maths mastery, including open and closed questions, a variety of feedback opportunities and targeted questioning, building on one another's contributions.</p> <p>Impact: All children access learning and are able to benefit from questions pitched to challenge them individually.</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Regular small group interventions for specific pupils to provide teaching before the lesson.</p> <p>Impact: This intervention helps to close the gap, build confidence, increase interaction/participation in lessons, develops the skills needed to be an effective learning partner, allows pupils to better access the main lesson and consolidate prior knowledge and learning.</p>
<p style="text-align: center;"><b>CPD for teachers</b></p> <p>All teachers from year 1 to year 6 have been on official Maths No Problem training to ensure that they can make the best use of the scheme. All teachers have also attended additional external and internal training to develop their subject knowledge, including participating in work groups.</p> <p>Impact: All children are taught by teachers who confidently teach good quality maths lessons with a consistent approach across the school.</p>		<p style="text-align: center;"><b>Assessment</b></p> <p>Learning reflection sheets are used to formatively assess each lesson. Class teachers use these to inform their subsequent lessons and provide specific support. Phase teachers use them to provide maths pick-ups when needed. End of unit and end of term tests are used to support teacher judgements.</p> <p>Impact: Children access specific interventions to ensure that they can access the following lesson and are not left behind. All relevant teachers have good knowledge of the needs of their pupils.</p>
<p style="text-align: center;"><b>CPD for TAs</b></p> <p>Many of our TAs have attended external maths subject knowledge courses. They also have access to online programmes to deepen their own subject knowledge. I have also provided group and 1:1 support when needed.</p> <p>Impact: TAs can confidently and accurately support pupils in class as well as in small groups.</p>	<p>Our maths curriculum encourages our children to be creative and inquisitive, preparing them for the next stage of their education with a confident, positive and enthusiastic attitude towards maths and problem solving. It develops a deep and interconnected understanding of mathematical concepts and uses practical equipment and pictorial representations to support the development from concrete to abstract understanding. The expectation of precise use of mathematical language and a focus on fluency, reasoning and solving problems in a wide variety of contexts underpin our overall methodology based in the mastery approach. Exploring, explaining, using logic, multiple methods, practice, journaling and reviewing ensure challenge for all.</p>	<p style="text-align: center;"><b>Apps and websites</b></p> <p>We use a range of apps and websites to support learning in school as well as providing the opportunity to practise and develop maths skills at home.</p> <p>Impact: Children are able to share their learning with people at home, as well as building fluency through enjoyable practise.</p>
<p style="text-align: center;"><b>In class support/coaching/discussions</b></p> <p>Support to specific teachers and classes, regular learning walks, talk to teachers, regular check ups, offers of support, targeted support,</p> <p>Impact: Good knowledge of classes, staff feel supported, targeted support when needed, share good practise, .</p>	<p>Regular small group interventions for specific pupils to provide teaching before the lesson.</p> <p>Impact: This intervention helps to close the gap, build confidence, increase interaction/participation in lessons, develops the skills needed to be an effective learning partner, allows pupils to better access the main lesson and consolidate prior knowledge and learning.</p>	<p style="text-align: center;"><b>Pre-teaching</b></p> <p>Regular small group interventions for specific pupils to provide teaching before the lesson.</p> <p>Impact: This intervention helps to close the gap, build confidence, increase interaction/participation in lessons, develops the skills needed to be an effective learning partner, allows pupils to better access the main lesson and consolidate prior knowledge and learning.</p>

Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be  
Adventurous