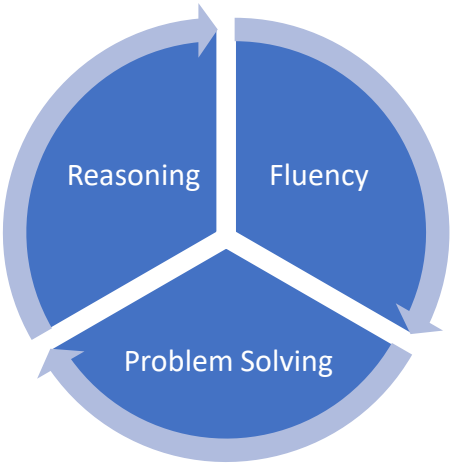
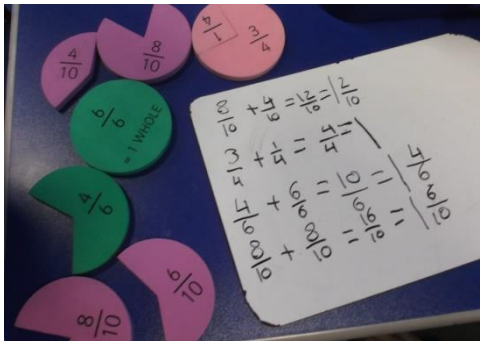
Brook Primary School Maths Strategy

Curriculum rationale:

At Brook Primary School, our children as mathematicians will become confident learners in three core areas: fluency, problems solving and reasoning. As a school, we embrace the mastery approach to maths and ensure mathematical skills are taught daily following the 'White Rose Scheme' as a base to underpin all lessons. To foster a love of mathematics, teachers, have designed a curriculum that engages all children and encourages lifelong learning. We also have designed intentional cross-curricular opportunities to develop our pupil's understanding of mathematic in the real world. Quick maths lessons are taught daily to ensure basic skills such as number bonds and times tables are embedded to enable our children to progress and apply knowledge within more complex situations and be able to verbalise reasoning.

Aims





Curriculum – How it organised?

At Brook, our maths curriculum takes a whole school approach underpinned by 'White Rose Scheme'. A yearly overview is used to complete weekly planning and guide staff accordingly. Staff are encouraged to plan exciting and engaging lessons in and outside of the classroom and are encouraged to make links to real life.

Lesson Structure

Quick Maths	Review	Anchor task	Main – White Rose	Plenary
KS1 15 minutes KS2 15 minutes	5 minutes	10 minutes	40 minutes	10 minutes
Basic skills lesson focusing on fluency. Year 1 and 2 – Mastering Number (additive facts) Year 4 and 5 – Mastering Number	Quick review of learning from the last lesson, last week and previous year	Every lesson has a 'hook' which engages the children in paired and class discussions leading into the main lesson aims.	Learning is supported by the White Rose project which is guided by the National curriculum targets	Every lesson ends with a question or task that enables progress to be assessed and leading consolidated.

What a lesson should look like at Brook Primary School

Across the school…	In every lesson…	Children are..
• children are in mixed ability grouping • Rosenshine principles are in place • use of oracy to underpin discussions • CPA • opportunities for verbal and written reasoning are planned for • Live marking is used to address misconceptions and AFL strategies • Confident teachers use adaptive teaching to develop understanding	• stem sentences and key vocabulary are provided • I do, We do, You do is used to ensure children have an understanding of the task set • daily reviews are used to recap prior knowledge • anchor tasks and plenaries used to assess children's learning • scaffolds proved to ensure high success rates • teachers provide high quality modelling	• exited, engaged and enjoy every lesson • able to confidently use mathematic vocabulary and stem sentences • confident mathematicians who are challenged • able to make connections and show a depth of understanding • able to apply maths knowledge across the curriculum

Special Needs

- In accordance with the school's special needs policy, children with an identified weakness in maths will have a suitable PDR set by class teachers/Dudley Learning Support Team which will be executed within the school timetable and curriculum.
- Within lessons, differentiated work will be planned and provided for children with special education needs specific to maths.
- Within lessons, enrichment opportunities will be planned and provided for more able pupils.

Assessment

- In Key Stage 1 and 2 pupils' attainment is recorded on ScholarPack. Children on a on the SEND continuum will be assessed against appropriate targets. Target Trackers are created from the objectives of the 2014 curriculum and the small steps of the White Rose. Targets are completed as a pupil complete a block of work.
- Pupils are assessed in maths in line with Brook Assessment Policy.
- Progress is discussed termly in Progress Meetings with the Headteacher.

Resources

- https://whiteroseeducation.com/
- https://nrich.maths.org/
- https://www.ncetm.org.uk/
- https://ttrockstars.com/