



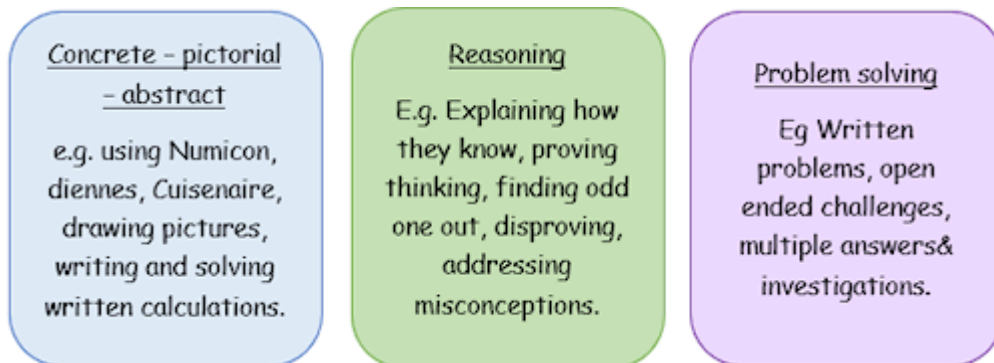
In Mathematics education at Tenacres we aim to sustain and develop in all children:

1. Confidence, understanding and enjoyment in mathematics;
2. An awareness of relationship and pattern, and how these can bring about a clearer understanding of a situation;
3. The ability to work systematically where the task requires a careful accurate approach, as well as the ability to show imagination, initiative and flexibility when appropriate;
4. Independence of thought and action as well as the ability to co-operate within a group;
5. Problem solving skills and strategies;
6. Master key skills such as addition, subtraction, multiplication and division.

Implementation

The approach to the teaching of Mathematics within the school is based on:

- At least 4 Maths lessons a week in Year 2 -4 (Year 1 after Autumn 1/2)
- Throughout the week lessons follow this structure:



- We use a range of different manipulatives e.g. Numicon, Dienes and Cuisenaire to help children develop a solid understanding of number.
- Work is differentiated to suit needs of children.
- Teachers use the suggested teaching sequence documents for their year group along with their professional judgement to structure maths learning.
- In addition to Maths lessons, each class has at least 5 Mental Maths sessions per fortnight to allow them to develop instant recall and efficiency with mental strategies (See Mental Maths Progression document).
- Teachers follow our Calculation Policy (see document) to ensure we are teaching in a consistent and progressive way.

- Use the White Rose, NCETM and I See Reasoning ideas to help structure our delivery of the Maths Curriculum.
- Years 2- 4 take part in Times Table Rockstars at least 3 times a week.
- All children are challenged according to their attainment.
- Children who are showing greater depth qualities will be challenged through open ended activities, multiple step problems etc.
- Any children who are falling behind will be supported through differentiated work, small group work (with an adult if necessary), interventions such as Breaking Barriers, the use of key mathematical equipment or external agencies where appropriate.

Resources

All classrooms have a number of mathematical, age appropriate resources. Resources which are not used or required regularly are stored centrally and accessed by teachers at the beginning of a topic.

Displays

Each classroom / resource area should have a maths display relating to current work. The maths display should be updated regularly to reflect the pace of learning. Displays can include: key vocabulary, children's work, teacher modelling, visual prompts and questions to develop reasoning skills.

Assessment

Children in the Foundation Stage are assessed in accordance with the EYFS curriculum. Teachers will use the EYFS tracker system which is monitored and analysed by EYFS, Maths, EAL, PP and SEN Coordinators.

Children in Years 1 -4 are assessed in accordance with The National Curriculum. Teachers use the appropriate Year group tracker which monitored and analysed by Maths, EAL, PP and SEN Coordinators and the Deputy Head. Trackers are analysed at the end of each term.

Any children who did not meet the age related expectations for their year group will continue to work towards the targets on their previous tracker and will move on to their age appropriate tracker at the earliest possible point.

Extras

We aim to support children's learning and to make it as exciting and relevant as possible which we do by involving them in such activities as World Maths Day, Outdoor Maths Week, making links to other curriculum areas and saving their money in the HSBC/Tenacres School Bank.

Impact:

- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics
- Enjoyment for the subject.
- Children's confidence and resilience has improved significantly.