

### Why?

- Maths is a skill that is needed to meet the demands of everyday life - handling money, measurement, organising space, recording and interpreting numerical and graphical data and using ICT. Being numerate will greatly improve the life chances of our children.
- Maths skills contribute to other areas of the curriculum. For example, interpreting data from Science experiments or historical enquiries or measuring accurately in Design Technology.
- We want to give the children at Wren's Nest a real life understanding of Mathematics. We want to develop mathematicians who can calculate and have the ability to think 'What is the best way to solve this problem?' and know which strategies to draw upon to do so.
- Maths contributes to a child's intellectual development by providing opportunities to foster problem solving strategies; deductive reasoning, which includes reasoning logically and systematically; creative thinking and reasoning about patterns and generalisations.
- It is important to promote the enjoyment of learning for maths. Children need to experience the sense of pleasure that comes from solving a problem or a mathematical puzzle; have their curiosity stimulated by formulating their own questions and investigating mathematical situations; experiment with patterns in numbers and shapes; participate in activities that draw on mathematical skills and concepts and experience moments when they are surprised, delighted or intrigued.

### How?

- Identify strengths and areas for development.
- Strengthen the children's recall of core number facts.
- Embed the children's fluency skills.
- Develop the children's reasoning skills at all levels - WTS/TEXS/EXS/GDS
- Develop staff confidence in the teaching and supporting of maths.
- Develop the children's confidence in maths.
- Identify relevant pathways for SEND pupils.
- Identify focus pupils for intervention.

### What?

- Half termly formative assessments and termly summative assessments.
- Question level analysis to inform staff and SLT of the focus pupils and domains.
- Times tables games to improve the pupils' rapid recall of facts.
- Times tables workshops for parents of children in Years 3 and 4 to inform them of the National Curriculum expectations and the support they can give to their children at home.
- Meaningful homework set that relates to the current mathematical topic to encourage both independent learning and parental engagement.
- White Rose termly assessments to inform set teachers of any gaps that can be addressed in their future lessons.
- Maths skills sessions timetabled in key stages 1 and 2, which provide the opportunity to address any gaps in learning or misconceptions.
- Anthony Reddy external training with a focus on the teaching of times tables for teachers in Years One to Five.
- CPD training delivered in school by Andy Snape to demonstrate how teachers can improve the fluency, reasoning and problem solving skills of their pupils.
- Modelled use of resources by Maths leader such as NCETM and Nrich to support good quality teaching of mathematics.
- Informal staff/pupil discussions.
- Pupil questionnaire.
- Use of an effective maths programme - The White Rose.
- Calculation, Fraction and Mental Maths policies to standardise methods being taught throughout school and to ensure a logical progression of skills required.
- Appropriate resources in each of the year groups to support the concrete, pictorial and abstract approach to the teaching of maths.
- SLT monitoring as part of maths review days - lesson 'drop ins' and book scrutiny.
- Opportunities taken for cross-curricular maths.
- SEND pupils have dedicated SEN intervention time with trained key staff.
- Standardisation meetings within year groups in school and moderation meetings externally through the NDLP.
- The use of OTrack to produce termly RAP reports that are shared with both staff and SLT which provide termly overviews of the progress and attainment of all pupils and identify target children at all levels.