



Maths at NSN

This is how we do it here...

- Our main mathematics curriculum is delivered using the White Rose SOW for all phases.
- The CPA (*Concrete, Pictorial, Abstract*) approach is embraced ensuring all children have access to resources in all lessons.
- Our ASUPERHERO curriculum is referenced within mathematics lessons – explaining the purpose of learning opportunities.
- Three planned opportunities for maths every day – our main maths session, times tables and maths workout.
- In our main maths session, we start every lesson with an opportunity to reason in our mathematical discussion part of the lesson.
- The main maths lesson follows the White Rose scheme of work. Sessions focus on varied fluency, reasoning and problem solving.
- In times tables session we focus on teaching times tables, not testing them, following the agreed timetable of when each times table will be introduced.
- Times Tables Rockstars is used across the school for in school and home learning. Half termly assessments are set to assess the progress of times tables.
- In maths workout session we revisit previously learning to ensure consolidation of skills taught and to provide assessment and mastery opportunities.
- During every maths session we use concrete resources to aid learning. Pictorial representations are modelled by the teacher and used by the children to represent their calculations and strategies.
- Learning objectives are set using the maths standards grids. The standards grids are dated as the objective is taught and highlighted when the child has shown independently that they have mastered the skill.
- DAB (Deep, Advanced and Basic) tasks are set as success criteria for the children to self-select.
- Progress is measured across the school using the NCETM progression documents. Evidence is obtained during book scrutinies and provides the basis of the maths progress display.
- QLA (Question Level Analysis) documents are completed routinely in years 2 and 6 and increasingly regularly across the whole school to provide insight into existing gaps and inform planning.
- Working walls are used to evidence current learning and support pupils within lessons. These are captured weekly in pupils' books to enable a weekly review of learning and to set targets for KS2.
- The progress of children in mathematics is monitored through half termly pupil progress meetings. The gap between PPG (Pupil Premium) and non-PPG children is monitored as part of this process and strategies implemented to reduce the gap if it exists.
- PIXL resources are used to address gaps in pupils' knowledge routinely in Y2 and Y6 and increasingly across the whole school.
- The White Rose calculation policy is used across the school to ensure calculations are introduced methodically using the CPA approach.
- Mathematics knowledge organisers are used in all year groups to support children in a new topic.
- The Rising Stars mathematics vocabulary document is used to ensure children are taught the correct vocabulary at the correct time

SEND provision:

- SEND pupils will be supported within class to ensure they can access all learning through use of resources & scaffolding.
- Alternative teaching strategies and where appropriate targeted intervention will be in place to provide a bespoke curriculum for SEND pupils.