

Years 3-5 are taught in class groups. This enables support, challenge and high aspirations.

Where there is a need, Year 6 are taught in groups to ensure key skills are built upon and developed at a suitable pace to meet the needs of the children. Challenge and high aspirations remain in place for all children.

Resilience in maths activities - children are able to 'bounceback' when they find learning hard. Linked to Art of Brilliance principles.

Previous learning reviewed and revised regularly through starter activities in each lesson. 'Flashback' resources used.

Maths is taught using a mix of different approaches to ensure skills have been mastered:

- Concrete resources used to support learners understanding of processes
- Pictorial approaches to help visualise maths - use of bar models
- Abstract methods taught consistently across school as outlined in our calculation policy.



## Maths at Uplands

### What does it look like?



#### Part 1

At Uplands Junior School, Mathematics is a fundamental part of each day. We believe that Maths teaches us how to make sense of the world around us. We aim to provide children with the skills in order to develop the ability to calculate, to communicate, to reason and to solve problems.

Maths Working Walls and Maths Memory Books are used as part of the daily lesson.

Key concepts, methods and worked examples of questions are recorded where they will be easily accessible to pupils in order to aid independent learning within the lesson as well as any future learning.

Pre-filling at the start of a lesson/Pre-teaching intervention

- Misconceptions that have been identified before the lesson are addressed.
- Links to other areas of maths and key skills required are revised
- Key vocabulary is introduced.

89% of children achieve EXS+ at the end of Year 6 and 40% achieve GDS.

Data gathering, termly tracking and pupil progress meetings identify individuals and groups requiring extra support.

Challenge in each year group is through *depth* of key skills - not moving learning forward too quickly.

Each lesson offers challenge that applies key skills taught and application of skills in a wider context.

To engage children within Maths outside of the classroom, children have access to online resources of Times Tables Rock Stars and Mathletics.

Regular 'battles' are set up on Times Tables Rock Stars to encourage participation. Children receive certificate rewards in achievement assembly for being 'Top Scorer' in their battles.

At Uplands we also enhance maths by celebrating Word Maths Day. We plan on introducing 'Maths Challenge Days' and inviting parents to work with their children on mathematical challenges and puzzles.

Learning in maths is applied across a range of curriculum areas. Skills in the following area are further developed: data handling, measures, number and place value and problem solving.

### Assessing pupil progress

#### Termly tests

Tests are completed once per term.

In Autumn and Spring terms, Headstart tests are completed.

In the Summer, Collins tests are used as these are closer in format to the end of KS2 assessments.

From these tests, children are given a scaled score.



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### What does it look like?



#### Part 2

We aim to promote confidence, resilience and competence with maths through children working hard and pushing themselves to achieve. This in turn will equip children with learning behaviours that will support them into their adult life.

Parents are informed at parents' evenings about how their children are progressing in maths and targets are given for the children to work on at home. Relevant information is also shared with parents. E.g calculation policy and yearly overview.

Maths workshops are being planned to enable parents to understand more about Maths at Uplands.

Day to day assessments take place on Maths Target sheets. In the front of the children's Maths book, are our Stepping Stone target cards, which are dated when the maths target has been completed.

Ongoing assessments throughout the lesson ensure progress is being made.

Small group intervention teacher used to support teaching where there is a need.

Cold tasks used to inform teacher planning based on the needs of the children. Hot tasks used to review progress made.