

Rationale: How do we teach Mathematics at Chandag Junior School?

At Chandag Junior School, we believe all pupils are entitled to become fluent in the fundamentals of Mathematics, applying this understanding to a variety of contexts. In doing this they will have developed a positive attitude towards their learning; solving problems, reasoning, thinking logically and working systematically. We aim for our pupils to be able to confidently communicate their Mathematical thinking and have an awareness of the fascination of the subject.



We follow a Maths Mastery model and are this year working closely with Boolean Hub to develop our practice.

In order for our children to succeed, you will see the following in a typical Maths lesson at Chandag Junior School:

- Keepy Uppy Maths is used to simmer previously taught content 3 times a week. Teachers plan this on a termly basis, either to consolidate skills or pre-teach new ones
- Pupils are introduced to a topic using a CPA approach (Concrete, Pictorial, Abstract)
- The sequence of a lesson contains variation to build up and deepen children's understanding step by step
- Stem sentences form as essential part of our sequences of lessons in order to aid recall of Mathematical concepts and apply this understanding to their learning. These are displayed in the classroom for the children to refer to
- Working Walls are used to reflect weekly learning, proving examples and supporting materials
- Checking Stations are used to develop children's ownership of their learning and progress. At times, teachers may choose not to provide a checking station, depending on the task or intention of lesson). Children mark and edit their work using Purple Polishing Pens
- Errors in Maths are happily shared within a lesson as an opportunity to learn. This is in line with our Growth Mindset agenda
- Children are taught in mixed ability classes and within this most children work together on the same tightly-focused objective. Children who have completed the independent task accurately are extended through a Star Challenge task, which offers an opportunity to delve deeply into the learning objective
- Children who have not met the day's objective receive post teaching intervention with a TA on the same afternoon ready for the new learning tomorrow. In this way, we strive to ensure that no child gets left behind
- If a child is working more than a year below their year group, we differentiate learning further, ensuring all children are working on the same concept

How do we assess learning?

- Our teachers ensure ongoing formative assessment after each daily lesson by completing a TAR sheet
- At the end of each block, teachers use a KPI checklist to record each child's progress. This provides a very visual system for class teachers
- These KPI sheets are then shared at Pupil Progress Meetings, where decisions are made in collaboration between Teachers and Subject Leaders about how best to support key children to progress

How are times tables taught?

- Times tables are practiced daily. Weekly tests ensure progress is monitored
- Homework is set using TT Rockstars and teachers may provide alternative activities for those unable to access the web based activity