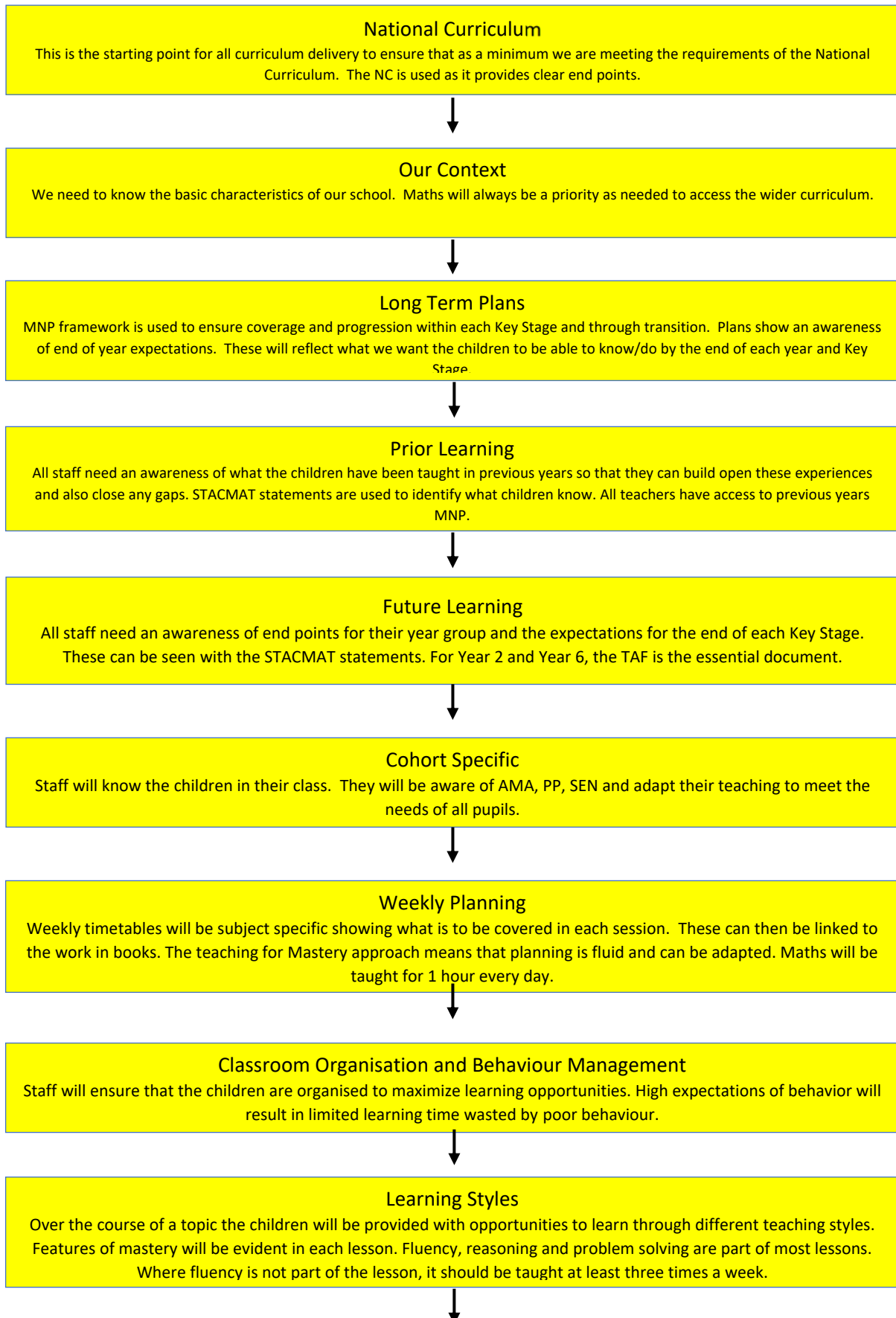


Curriculum Process - Maths



Assessment for Learning (formative)

AFL takes place throughout the lesson and immediate interventions are put into place where necessary to ensure children can access the next lesson.



Assessment for Learning (summative)

Rigorous assessment systems will enable staff to identify gaps. Strategies will be in place to ensure that those children at risk of not making enough progress from their starting points are identified and supported.

Years 1-6- NFER arithmetic and reasoning assessments every term. (Y1 from Lent term)

Year 2 and 6- practice SATs papers

Year 1- 6- Reviews from MNP after each topic.

FS assessment is done through observations towards their ELGs.

Planning Documents

Maths No Problem is used as a resource, not a scheme. Staff are required to carefully design their lessons with the aim being a coherent journey through the lesson.

Other resources staff use include, but are not limited to; White Rose, NCETM, Kangaroo Maths and NRich.

Our Maths Principles

- All children are expected to achieve each lesson's objective.
- Differentiation comes through supporting struggling children (adult, resources, scaffolding) and extending the thinking of children who have mastered the objective through GD tasks or deep questioning.
- We do not put a ceiling on learning- All children are given the opportunity to access higher level thinking or Greater Depth.
- Problem solving and reasoning are normal parts of a maths lesson.
- Fluency is essential in children's progress as it supports Maths skills.
- Lessons are characterised by lots of peer to peer talking.
- "The answer is only the beginning." Understanding concepts and being able to explain why or how they know is more important.
- Concrete resources are used to enable, embed and deepen understanding.
- Children are encouraged to develop their own thinking by drawing and jotting.
- Lessons are carefully designed with small steps evident for a coherent journey.
- Skilled questioning is seen as essential in developing understanding.
- Rapid interventions are used where necessary to allow children to access the next part of their learning.
- Children mark their own work in order to take ownership of their skills and knowledge.