

Implementation

Our framework: We use the DFE approved framework, 'White Rose Maths' to plan our lessons. Beginning with Number and Place Value units of work to ensure a foundation for maths and understanding of number; the children are then equipped with the skills needed to be successful in all other areas of maths.

Within the mixed-age classes, the learning is differentiated to ensure that every child makes progress. After a strong grounding in number, the children are taught a variety of methods and procedures for the four operations of math: addition, subtraction, multiplication and division. Our fluid Concrete-Pictorial-Abstract approach means children are taught a range of methods (please see our Calculation Policy) to give children more than one tool in their toolkit when solving problems.



Our practise: Within each lesson there is a review, teach and reason structure. Previous knowledge is recapped, new learning is then taught and builds upon prior skills. At the end of each lesson the children are encouraged to develop their reasoning skills by using 'APE' (Answer it, Prove it, Explain it). We focus on developing the children's mathematical vocabulary by displaying new vocabulary in red during maths lessons. We introduce and teach mathematical terms explicitly and encourage children to use the correct terminology within lessons.

We keep our school's curriculum drivers (Play, Wonder, Insight, Risk, Voice and Experience) in mind to ensure our math lessons are engaging and inspiring.

Our teachers: are reflective and adapt the learning to the needs of the class scaffolding, chunking, combining or condensing areas of math when planning to focus on developing the weaker areas of math for their class. We regularly monitor the teaching of mathematics at Hopton with lesson observations, book looks and give feedback to further improve practise.

Teachers regularly encourage children to make links in their learning and plan time for consolidation of skills. Children are set weekly maths homework to consolidate their learning at home.

Teachers regularly make use of formal and informal assessments to check pupils understanding; moving their learning on when they have understood and identifying pupils in need of further support. Assessment data is used to inform class interventions and help all pupils to progress. Pupils are prepared for the government requirements of SATS and the Times Table Check by becoming familiar with the types of questions that they will be asked and having opportunities to practise these.

Making maths fun! We inspire our pupils to improve their fluency and recall skills at Hopton through our use of technology and games. The pupils regularly use an age appropriate interactive resource: Times Table Rockstars, Numbots, Maths Mountain and Mathletics. Their progress and efforts for these are celebrated within school.



At Hopton CEVC Primary School we live out the words of Jesus in Matthew 19 vs 26 - 'With God all things are possible'. We raise aspirations and encourage perseverance to reach goals in life and learning. Our school vision feeds into every subject at Hopton; we develop resilience and perseverance when tackling maths problems. Our teachers ensure that we always aim high.



Impact

- ❖ Our school has a strong teaching and learning cycle that is regularly monitored.
- ❖ Our children gain a good grounding in math.
- ❖ Our children have covered the National Curriculum's aims in a manner and sequence of steps appropriate for them as individuals.
- ❖ Our children become confident solving maths problems and have the tools to tackle formal calculations.
- ❖ Our children's progress is tracked to ensure support and challenge for all pupils.
- ❖ Our children are given regular opportunities to consolidate, reason, problem solve and gain new knowledge.
- ❖ Our children develop oracy skills within their maths lessons.
- ❖ Our children develop their mathematical recall skills in a fun way.