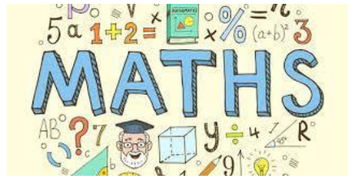
Maths @ Granby Juniors:

Maths at Granby Junior School aims to

- Have high expectations of all pupils.
- Teachers are enthusiastic and encouraging of all pupils
- Have a focus on assessment to ensure learning gaps and misconceptions are identified in the lesson and addressed.
- Use high quality resources and programmes to allow all children to access learning in maths and bring maths to life. Concrete, pictorial and abstract representations underpin learning.
- Ensure that fluency in fundamental skills are secure before moving onto new learning. These skills underpin reasoning e.g. mastery of skills such as times tables and number bonds.
- Provide children with the skills to allow them to reason, discuss and explain their thinking and develop logic using precise mathematical vocabulary.
- Provide lessons which encourage pupils to challenge themselves and nurture curiosity.



'Golden Nuggets'

We would like our pupils to:

- work efficiently to calculate mentally with increasingly larger numbers and decimals
- use a written method for all 4 operations
- fluently recall times tables and apply these in a range of contexts
- work confidently with fractions, decimals and percentages e.g. find fractions of amounts
- tell the time on 12 and 24 hours
- name and describe the properties of 2D and 3D shapes

Content and Sequencing:

Maths at Granby follows the National Curriculum 2014. At the start of each year (ad updated throughout) long term plans for the year are created to ensure that key units (number, calculation and fractions) are given priority.

Teachers then sequence learning to ensure previous content is revised or taught where it has been missed (due to Covid).

NCETM progression documents and the WhiteRose Units help sequence small steps and identify learning that comes before and after.

Planning

Yearly plans are created and shared in teams in September that plan a sequence of units for the year. These are used to form medium plans that give an overview of the term's learning with objectives for the term identified. Weekly plans are then created focussing in on small steps with an objective.

Outdoor Learning:

Where possible the outdoors is used to bring mathematics to life e.g. when learning about measures by exploring the perimeter of the playground or exploring shapes and angles in the outdoor environment. At Granby Junior school, we are ideally located to utilise the natural environment – both in our school grounds and in the immediate area. A short walk to the local allotments, Bennerley viaduct, Ilkeston canal and Shipley Park enables our children to explore a range of

Progress/Assessment

Maths assessment to measure children's is a continual process, being carried out regularly to assess a taught unit.

Short-term assessment will be an informal part of every lesson. Short-term assessment will also involve the children, and teacher, checking the children's understanding both throughout and at the end of a lesson to inform self-assessments, future planning and lessons. Low-stakes quizzes (often through starters) are used as retrieval practice of objectives taught.

Medium-term assessment will involve teachers responding to AFL in the classroom. In addition to this, low stakes Big Maths quizzes (Clics, Safes and Learn-Its) are completed weekly to identify gaps in learning and as a retrieval exercise. Learning gaps are then identified on Big Maths and used to inform interventions and planning for the next lesson/week.

Long-term assessment will take place in the autumn, spring and summer term through the statutory standardised assessments tests (SATs for Y6) and the Rising Stars PUMA assessments (for Y3, Y4 and Y5).

SEND: Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within classrooms during maths lessons and assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Safeguarding At Granby, we promote a love of mathematics and aim to create a learning environment where children feel safe to make mistakes and take risks. Equally, low stakes activities are used initially to build confidence and enjoyment and remove anxiety or fear of failure, allowing children to feel successful. In lessons, staff model making mistakes to make encourage mathematical talk but also to show that mistakes are a key part of learning and life. At Granby we 'embrace the mistake', aiming to create an environment where children feel safe to challenge themselves without fear of failure or anxiety to 'get it right'. After all, maths is not always about the 'right' answer!

Support for staff:

- Staff have regular training opportunities linked to maths. This year, there is a sequence of maths focussed staff meetings with a focus on developing teaching and learning.
- Opportunities to observe and team-teach with other staff members is encouraged to develop confidence.
- New maths resources, such as counting sticks to teach times tables, have been bought to support the teaching of maths .

Links to other curriculum areas: The use of mathematical vocabulary is practised through cross curricular writing, displays, word banks and teacher modelling. Similarly, Mathematical skills such as graph work, data handling and measurement are reinforced as an important element in the children's understanding of scientific enquiry and in computing (coding). Children have access to key language and meanings, in order to understand and readily apply to this to their written and verbal communication of their skills.