

Ewanrigg Junior School



MATHEMATICS PROCEDURE

Aims

At Ewanrigg Junior School, we aim to offer pupils a rich and enjoyable experience in mathematics by providing the knowledge, skills, concepts and processes that are appropriate to each individual and that relate to the world around them. This provision should enable them to:

- Develop a positive and confident attitude towards mathematics and to achieve their full mathematical potential.
- Develop logical thinking, enquiring minds and an ability to record in a systematic way.
- Use maths to interpret, predict, explain and solve problems involving as much practical experience as possible.
- Develop the correct mathematical vocabulary and other skills necessary to express their thinking and strategies in an appropriate manner.
- Develop their ability to work independently and collaboratively, as appropriate.
- Use ICT equipment and programs within mathematics lessons and in the development of their mathematical concepts. This equipment will include calculators, roamers and computers.
- Use and apply their mathematical knowledge by making appropriate choices in real-life situations.

Planning

Our maths teaching is based on the new National Curriculum Programmes of Study, and Assertive Mentoring, and follows strategies used in Big Maths (Andrell Education), which ensures a breadth of coverage in pupil's learning.

Using and Applying Mathematics is implicit in the approach to every area and is explicit in the development of vocabulary, skills of decision making and reasoning.

Each year offers a balance of the elements of mathematics with an emphasis on the development of number and in particular mental calculation skills.

Long-term planning is based on the National Curriculum programmes of study and Big Maths

Medium-term plans follow the Big Maths progress drives and use Assertive Mentoring checks to recognise gaps and establish where Real Life opportunities arise.

Short-term (i.e. weekly) plans are derived from these and are developed by ability group teams to ensure a balanced and differentiated curriculum for all.

Organisation

Year 3, 4 and 5 children are 'set' based on their ability. This is based on summative assessments and Maths CLIC tests which the children are assessed on throughout the year.

There are several mixed age groups based on ability. The smaller groups (lower attainers) work with TA's, STA's and HTLA's in order to differentiate according to their needs. This work is planned and monitored alongside a teacher. Larger groups work with teachers.

All support staff are provided with Monday assembly time to meet with their link teacher and discuss planning, progress, monitor books and clarify any queries.

The year 6 children are taught separately by 2 teaching members of staff. This ensures that they have a faster pace of learning and coverage as they approach their key stage 2 SATs.

Below outlines the organisation of Maths in Ewanrigg Junior School.

Maths sessions are 5 x 15 minutes Big Maths intervention session and 5 x 1 hour per week for Real Life Maths.

All lessons are planned by a teacher but delivered by both teachers and support staff throughout school. The children are set according to their learning needs. A teacher is responsible for monitoring planning and books where a support assistant delivers the learning.

LOWER SCHOOL

ADULT	ROLE	GROUP TAUGHT	LINK TEACHER
HELEN CHILTON	TEACHER	HIGHER ATTAINING YEAR 4 AND 3 HIGHER ATTAINING YEAR 3 CHILDREN	
COURTNEY CASSON	TA	WITHDRAWAL TARGET GROUP FROM ABOVE SET	HELEN CHILTON
AMANDA TWEEDIE	TEACHER	YEAR 3/4	
ANGELA BAKER	STA	WITHDRAWAL TARGET GROUP FROM ABOVE SET	AMANDA TWEEDIE
DEAN RITSON	TEACHER	YEAR 3 / 4 MRS DAWSON 1:1	
EILEEN JENKINSON	TEACHER	YEAR 3 YVONNE BIRKETT TO SUPPORT A TARGET GROUP BUT REMAIN IN CLASS	

UPPER SCHOOL

ADULT	ROLE	GROUP TAUGHT	LINK TEACHER
ALLISON LANCASTER/OLIVIA BOWMAN	TEACHER	HIGHER ATTAINING YEAR 5	
LYNNE ANDERSON	HLTA	MIDDLE ATTAINING YEAR 5	ALLISON LANCASTER/OLIVIA BOWMAN
ROSE HAMPSON	STA	LOWER ATTAINING YEAR 5	ALLISON LANCASTER/OLIVIA BOWMAN
SHELLEY MCGLASSON + CHRISTINE WILSON	TEACHER HLTA	HIGHER ATTAINING YEAR 6 + 1 G&T YEAR 5	
NIGEL HOPE	TEACHER	LOWER ATTAINING YEAR 6	
EMMA TOLMIE	STA	UPPER SCHOOL BUSY BEES	SHELLEY MCGLASSON

Big Maths- CLIC INTERVENTION

References are made in this section to Big Maths resources. The Big Maths Progress Drives provide the basis of the Calculations Policy for both mental and written calculations. All teachers have the Big Maths CLIC folder, as well as the subscription to the Big Learning Website which contains all the resources for assessing, analysing, planning and teaching resources. It also has the weekly "Big Maths Beat That" and "Learn-Its" tests. The data from the weekly tests will be stored and analysed online.

Teachers should use the Big Learning website to inform planning from the analysis of the weekly CLIC and the Termly progress drives

Teachers should plan and teach a CLIC lesson each day during a 15 minute intervention session. (CLIC= Counting, Learn-Its, It's Nothing New and Calculation. See page 3 of the introduction in the CLIC folder).

Each year group has a set of termly Learn-Its (number facts to learn by heart), as outlined in the Big Maths CLIC folder Section 2.

On Friday children do the 'Big Maths Beat That' and 'Learn-Its' and scores are recorded on the Big Curriculum website. This informs planning and intervention groups for the following week. The children will also complete Assertive Mentoring fortnightly checks during Maths. The teacher analyses this and provides supports with planning from this.