

Ewanrigg Junior School



MATHEMATICS PROCEDURE

Aims and objectives

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. White Rose Maths Hub blocks are used to support planning.

Organisation

Year 3, 4 and 5 children are 'set' based on their ability. This is based on summative assessments and Maths CLIC and SAFE 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 1 hour per week for Arithmetic and Reasoning.

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	
AMANDA TWEEDIE	TEACHER	MIDDLE ATTAINING YEAR 3/ 4	
ANGELA BAKER	STA	LOWER ATTAINING 3/ 4	AMANDA TWEEDIE
DEAN RITSON + YVONNE BIRKETT	TEACHER	LOWER ATTAINING YEAR 3 / 4	
SAMANTHA HUNTON	STA	HIGHER YEAR 3	HELEN CHILTON

UPPER SCHOOL

ADULT	ROLE	GROUP TAUGHT	LINK TEACHER
ALLISON LANCASTER + DAWN WALLACE	TEACHER	HIGHER ATTAINING YEAR 6	
NIGEL HOPE + ELEANOR HERBERT	TEACHER	LOWER ATTAINING YEAR 6	
LYNNE ANDERSON	HLTA	HIGHER ATTAINING YEAR 5	OLIVIA BOWMAN
OLIVIA BOWMAN	TEACHER	MIDDLE ATTAINING YEAR 5	
ROSE HAMPSON	STA	LOWER ATTAINING YEAR 5	OLIVIA BOWMAN

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' for CLIC and SAFE 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 provi