



Rednal Hill Infant School Approach to Maths

Intent

We deliver Maths teaching throughout the school using a Maths Mastery approach. This has been chosen to give children opportunities to make links between the different aspects of maths that they have learnt, develop their reasoning skills and to ensure that children are secure in the foundation skills that they need to succeed in later life. It also promotes strong oracy skills and gives children the vocabulary needed to explain their thinking through the use of sentence stems and generalised statements.

Implementation

Curriculum Design:

- The Maths curriculum in key Stage 1 is based upon the White Rose programme of study. This is adapted where necessary to meet the needs of our school, individual classes and children. Fluency sessions are also delivered four times a week. In EYFS, the curriculum is delivered through the Mastering Number programme. Children then have access to carefully chosen and planned enhancements within the environment to provide consolidation and challenge.
- Maths Mastery sessions are taught 4 times a week in both Years 1 and 2. Each session follows the same structure of retrieval, anchor task, guided practice and then independent practice. Retrieval is designed to 'switch children on' to maths thinking and are based upon skills previously taught and embedded. The anchor task provides a real-life purpose or problem to be solved. Children are given time to identify the maths and most efficient strategy. Both guided and independent practice is used to ensure children are secure and able to apply their knowledge of that mathematical aspect within varied problems. Staff use an 'I do, we do, you use' approach to assess children's understanding and readiness to begin independent tasks. All children have access to appropriate resources and manipulatives throughout their Maths sessions to ensure a CPA (Concrete, Pictorial and Abstract) approach. This ensures that children are exposed to variation in how the mathematical skill/problem is presented.
- Morning and Tapestry challenges are used to give additional 'real life' opportunities for children to see how and where the Maths that they are learning fits into the world around them. Standards and achievement in Maths remains strong across both EYFS and Key Stage 1. Teachers plan collaboratively and create notebooks for each week.
- Low stakes, 'beat the score' quizzes are used weekly to give children the opportunity to practise and apply fundamental maths knowledge within calculations.

Assessment

- Assessment for Learning is used throughout Maths sessions and children are guided through the 'I do, we do, you do' approach.
- In Key Stage 1, children record their independent Maths thinking using whiteboards or jotters and complete their independent tasks in their Maths books.
- White Rose assessments are used at the end of each unit of work and staff record against KPIs to give a class overview of achievement and progress and identify gaps in learning. Additional staff target children to 'close gaps' in learning.
- Pupil Book Studies (Alex Bedford) are used to assess long term memory recall

Impact

- Children demonstrate a positive attitude towards Maths and recognise themselves as mathematicians.
- Children are able to verbalise their mathematical thinking in extended sentences.

Inclusion

- High repetition within and between sessions support transference to the long-term memory.
- Explicit links are made between prior learning to ensure confidence and allow for connections to be made.
- Concrete resources and manipulatives are used and available for all.
- Consistent representations are carefully chosen to ensure progression.
- Additional staff support children in sessions, and within intervention groups.