

Maths at Langton Primary School

Mathematics is essential to everyday life and here at Langton Primary School our aim is to teach it as supportively, creatively and effectively as possible. We want children to enjoy Maths and develop the skills and understanding to become independent, successful and reflective learners.

We follow the White Rose Scheme of learning, using a range of fluency, problem solving and reasoning resources. We are aiming to shape confident, happy and resilient mathematicians who relish the daily challenges that maths lessons bring.

Planning – Lessons follow the White Rose Mixed Age Schemes of Learning. This has small steps of progression where the blocks are broken down into a series of manageable steps. We supplement these small steps using a variety of resources, tailored to the needs of our children and differentiated as required to provide as much challenge as possible.

Assessment – Children complete baseline assessments at the beginning of each academic year so that teachers can identify gaps in knowledge which can be quickly addressed. We also complete termly White Rose summative assessments which are analysed to measure the progress of the children and how well they have understood the concepts that have been taught. Formative assessment is also carried out by teachers during lessons and used to inform and adapt future planning for the needs of the class.

Resources – Lessons should be as hands on as possible using a wide range of equipment to assist the children with their learning. This is particularly evident in KS1 but should also be seen when required in the upper school. Teachers use Mathletics to set tasks for the children to complete in class and at home and this is used more frequently in the KS2 classes. Maths challenges should also be completed during registration time and maths activities should be planned as part of the children's cross curricular learning.

CPD – Two twilight training sessions – White Rose Schemes Explored and Bar Modelling have been organised and hosted by our school this year and involved many other schools. We also met with another local school to scrutinise planning and share ideas. We have moderated maths work across schools this year and I also attend termly Maths Leader's Network meetings and disseminate this information back to staff.

Marking/Feedback – Maths books should be marked where possible during a lesson, and verbal feedback and next steps should be given at the time to address any misconceptions and move children on.

Scrutiny – I regularly check maths books and feedback findings to staff. I have completed maths learning walks both alone and alongside other staff. I have been observed this year by numerous staff from other schools and I have also arranged to watch other teachers teach maths at school in the near future.

Parental Support – Parents are encouraged to support their children as much as possible with Maths. Teachers give parents information and resources to assist the children and arrange additional meetings with parents where necessary. Written maths homework is regularly set and the children also have access to Mathletics and Sumdog at home.

Governors – The link governor for Maths is Howard Widdall. I meet with him at least termly and he has also attended the White Rose twilight training this year. He has also conducted maths learning walks and book scrutiny with me and completed a joint lesson observation of one of my lessons with the headteacher. I am due to feedback to the school performance committee on 11/07/19.