

## Mathematics at Meadowside School

At Meadowside school we have a positive mindset approach to the teaching and learning of mathematics, believing that it is inclusive and that all children can and will achieve.

**Medium term planning:** We follow the Kangaroo Maths scheme of work.

**Lesson structure:** Monday -Thursday

20 minutes – number sense	35 minutes - direct teaching following the following structure:	<p>Followed by immediate 'prevent the gap' intervention where necessary...</p> <p>This could be the same day or the next day BEFORE the next maths session.</p>
Day one- Context free calculations	Learning together	
Day two – Foundations of addition and subtraction	Do It	
Day Three – Foundations of multiplication and division	Apply it	
Day four – Times tables and For the Fridge	Solve it	
Day five – Prevent the gap		

## **Mathematics at Meadowside School**

Friday – A forty minute Maths Detectives session, with children in ability groups (Y1/Y2, Y3/Y4 and Y5/Y6). The groups are often a smaller size, with Teachers and Teaching assistants taking responsibility for groups. The focus of these sessions is problem solving activities, often Low threshold high ceiling activities, with some ideas for content being taken from Ray Mahers STOPS website. These sessions are often cross curricular linked.

### **Classroom environment:**

- Positive mindset and belief that all children can do maths
- Direct teaching to whole class with TA supporting less rapid graspers as necessary
- Children can support each other through maths discussion
- Maths is visible in the classroom, with methods and reminders on display.
- ‘What it is’ and ‘What it’s not’ prompts visible
- A maths table with additional activities, problem solving games can be found in every classroom

### **Children’s work:**

- All work should be dated and have a clear, underlined title following our school guidelines
- Number sense work can be on whiteboards, in jotters or in books, as deemed appropriate by the class teacher
- ‘Do it’ work is clearly labelled with a D. ‘Apply it’ work is clearly labelled with an A. ‘Solve it’ work is clearly labelled with an S
- Children respond to marking and challenges set

### **Intervention:**

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- In session support by TA or teacher as appropriate
- Teacher or TA led outside of the mathematics session
- Immediate intervention after sessions to 'prevent the gap'

**Resources:** White Rose scheme, STOPS\_problem solving, Kangaroo maths, Arithmekits, NCETM, NRICH

**Homework:** All children are given a We Love Maths booklet, which provides ideas and games to help rehearse key skills, often involving rapid recall. These are taken in on a termly basis and house points are given to encourage children to play games on a regular basis.

In KS2 children are set a weekly piece of homework, usually number skills, to help support methods previously learnt in class.

For the Fridge work is sent home on a termly basis.