

	<h2 style="text-align: center;">Glebe Guide to Maths</h2>	<h3 style="text-align: center;">Cultural Capital</h3>	<h3 style="text-align: center;">Enrichment</h3>	<h3 style="text-align: center;">What we use to support our curriculum delivery?</h3>
<p><b>Intent - The Why</b></p> <p>Maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.</p> <p>Through maths, children at Glebe find enjoyment and curiosity in number and problems that allow them to explore their logical thinking skills</p> <p>Manipulatives are used across the school to develop the depth of understanding.</p>	<p>Staff provide the children an opportunity to learn about a diverse range of mathematicians- all aspects of race, gender and religion</p> <p>As part of their maths studies, children develop an understanding of the mathematicians who shaped the subject area that they are focused on.</p> <p>Links to famous and well respected members of the scientific world are made when appropriate and relevant. This cross curricular link allows the children to break down stereotypes people have in society</p> <p>Pupils at Glebe are shown how to analyse data, allowing them the opportunity to be aware of how data can be represented and understood in different ways</p> <p>Cross curricular opportunities for real life maths- <b>tax, mortgages, credit and debit cards, overdrafts and balanced expenditure.</b></p>	<p><b>Implementation – The How (*including how/when we assess)</b></p> <p><b>Daily</b></p> <p>Maths session/activity delivered daily for all children</p> <p>Mastery opportunity provided for all children in daily maths lesson. Activities to allow children to apply understanding of session through reasoning or problem solving tasks</p> <p>Differentiated activities and support to achieve focus for the session- differentiated to range of abilities within the class</p> <p>Manipulatives used where and when required. These are to support the development and depth of understanding</p> <p>Feedback provided to children within the lesson and through marking- in line with marking and feedback policy</p>	<p>World Maths Day opportunities</p> <p>Number Day –annually</p> <p>Entry into city and nationwide tables competitions- Times Tables Rock Star</p> <p>Development of cross curricular maths sessions with local schools</p> <p>Mathia sessions to be delivered as an extra-curricular activity</p> <p>STEM related activities provided through entry to Green Goblin electric car race day</p> <p>Y5/Y6 use Learning by Question to develop mathematical understanding</p>	<p>White Rose Maths as a basis for the planning and delivery of maths Y1 – Y6. Activities and investigations can be used from other sources to enrich the delivery.</p> <p>Concrete materials used to develop fluency concepts and strategies</p> <p>Tuesday Tables (Maths Rocks) for multiplication fluency; TTRS used to develop and strengthen fluency skills</p> <p>NCETM is available for Mathia sessions- allowing for reasoning and problem-solving tasks; WRM problem solving available for Mathia development</p> <p><b>Impact – The So What</b></p> <p><b>2023 Data</b></p> <p><b>KS1- Exp maths- 71% (70% National)</b></p> <p><b>KS2- Combined WRM Expected standard- 83% (59% National)</b></p> <p><b>Expected standard in maths- 83% (79% national)</b></p>

<p>Number basics delivered in the primary setting allow our children a string foundation for later mathematical disciplines</p> <p>Outdoor learning sessions are provided to enhance the mathematical experience</p> <p>Home learning books are provided for all children. These are age related and cover the broad range of mathematical disciplines</p> <p>White Rose Maths is used to support National Curriculum objectives, allowing a deepened understanding of the subject through varied approaches- confidence and strength in the disciplines of maths allow for a greater confidence in real life maths</p> <p>Knowledge of multiplication (and related division) facts is key to an understanding of all mathematics faced academically and in the real world. We have a desire to make our children 'tables strong'</p> <p>Through challenge and a high expectation of success, children develop thinking skills that are transferable to all life areas</p>	<p>Reasoning and problem solving challenges provided for all students</p> <p>EYFS Maths daily provision- sessions and activities provided for each child to access mathematical tasks (continued provision or focused sessions)</p> <p><b>Weekly</b></p> <p>Delivery of Mathia more-able focus session</p> <p>Assessment opportunity provided at the end of each unit (time scale dependent on unit being taught)</p> <p>Outdoor sessions delivered to provide maths delivery in a different environment (EYFS)</p> <p>Marking and feedback provided to children on a daily basis- verbal and written feedback used. Where appropriate, children provided with a challenge or supported consolidation task</p> <p>Weekly home learning books (CPG) provide opportunities for the children to engage and reinforce their understanding of mathematical disciplines</p> <p>EYFS children have a number of the week. This is then interwoven into delivery across the week. Book of the week can relate to maths concepts (when appropriate) The Very Hungry Caterpillar</p> <p>Tuesday Tables sessions delivered to all children from Y1 – Y6. Scores recorded weekly. When children achieve required mark, they move to the next level in the program</p> <p>Assessment conducted each week: focus on the sessions and skills that have been delivered during the week</p> <p><b>Half termly/Termly</b></p> <p>Termly progress tests in maths- NTS testing is used to monitor and assess progress across the year; Prior SATs tests for Y2 &amp; Y6 as in accordance with Co-op policy</p> <p>End of key stage assessments for Y2 and Y6 completed to monitor progress against test format</p> <p>Termly tables assessments to ascertain progress across the term.</p> <p>Moderation of maths books within a phase. All staff are required to attend and be included in professional discussion</p> <p>Subject leader is involved in city wide moderation sessions</p>	<p><b>Results for Y4 Multiplication Tables Checker:</b> 23% of children achieved a % score greater than 70%</p>
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