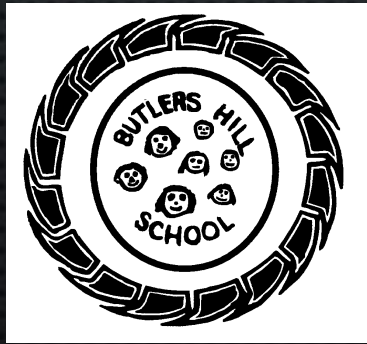


MATHS

BUTLER'S HILL INFANT
& NURSERY SCHOOL




MATHS IS TAUGHT THROUGH:


■ Daily systematic Maths lessons following White Rose Maths

Daily retrieval learning through a recap question/questions

■ Reasoning opportunities to apply learning in different contexts

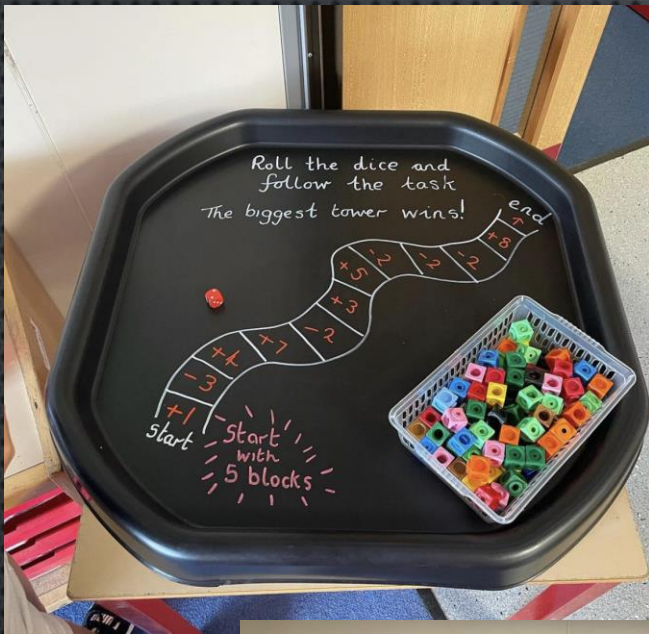
■ Vocabulary ladder is being followed so vocabulary is progressive through school.

 Tasks given to children are progressive and tiered according to difficulty and mastery/applying

 Post and pre assessment are completed when needed to inform teaching, systematic assessment criteria and records are kept for all children by all staff.



STRENGTHS

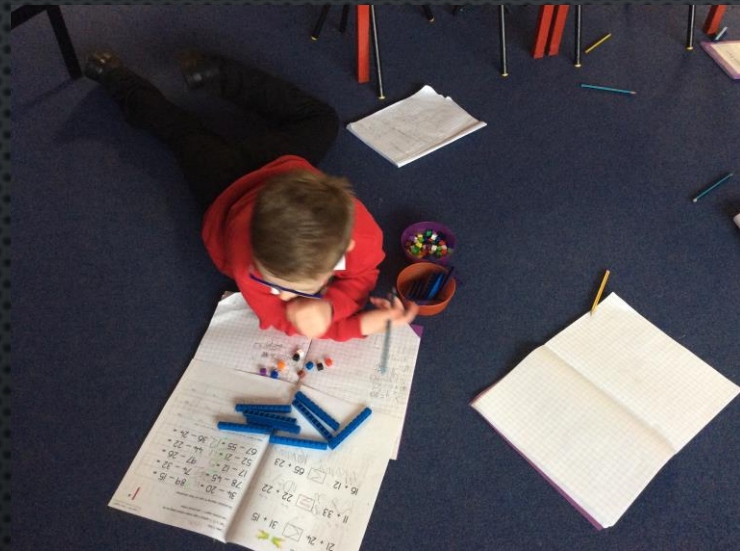
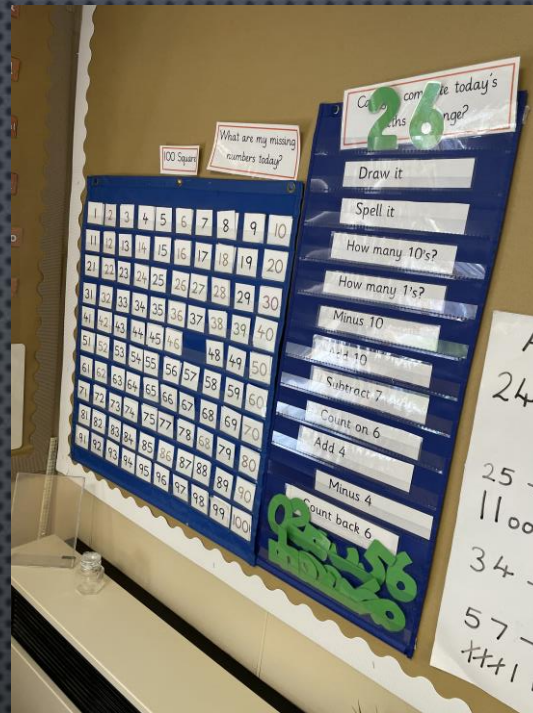


- FS2 to Year 2 follow White Rose Maths LTP this has allowed for a progressive and systematic approach to the teaching of maths. The units progress year on year and term on term.
- It uses the CPA (Concrete, Pictorial, Abstract) approach, which is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. CPA was developed by American psychologist Jerome Bruner
- After monitoring it is clear that staff are all focussing on retrieval at the beginning of each session (sticky knowledge)
- This is done through songs and rhymes (FS2), year 1 recap question and year 2 progress onto 4 fluency questions covering the 4 main operations.
- Reasoning has seen a visible push throughout school, reasoning opportunities are provided for all children in both key stages to support the mastery approach to learning.
- A vocabulary ladder has been created to ensure that the words children are exposed to and are using are matched to their age and are progressive. Monitoring showed that this is clear on all planning and on flipcharts at the start of each new unit.
- Lots of S & L opportunities, use of stem sentences to deepen understanding and help children articulate understanding e.g 'I know this because... This is true because...'

AREAS TO DEVELOP



- To see the impact of this new scheme will take time. Children are being taught in a new way that looks at mastery and approaching tasks from different angles and in different contexts.
- Subitising fully embedded when leaving Reception, number master within 10 secure at the end of Reception to allow progression in KSI
- See the impact of the mastering number whole class intervention
- WR, share with parents in a welcome meeting
- High quality teaching in all classes needs to be seen, pace and amount spent on carpet varies as lesson observations
- Bigger push on bonds to 5, 10, 20 then 10 as a systematic approach (reward system, get parents involved) participate in whole school 'number' intervention and 3 maths leads to complete CPD on this.
- Maths lead to join Maths Hub and start Year 1 of mastering Number Programme.
- Maths lead to complete all WR Maths CPD and then share with staff



MONITORING & EVALUATION

- TERMLY LEARNING WALKS TO ENSURE QFT (STAFF FOLLOWING CHECKLIST AND RESEARCH BASED APPROACHES)
 - COACHING FOR ECT AND STAFF
 - TERMLY BOOK LOOKS & PUPIL VOICE
- TERMLY DATA ANALYSIS AND WORKING WITH STAFF TO ENSURE THIS IS USED FOR LEARNING TO TAKE PLACE.