



Maths at Collingwood Primary School



Our Ethos

Mathematics is an essential part of a balanced curriculum that is both challenging and reasonable. All learners should become fluent in the fundamentals of mathematics and should be able to reason mathematically and solve problems by the application of their mathematical understanding. We endeavour to ensure that children develop an enthusiastic and creative attitude towards mathematics that will stay with them throughout their lives.

Mastery Statement

Mastery for ALL is our belief at Collingwood. Mastery is an ethos and an approach for excellent learning. It is therefore our belief that everyone can master maths and the term is NEVER used as a descriptor for those classed as 'more able' mathematicians.

Teaching & Learning

At Collingwood we follow the White Rose Maths programming, teaching across three terms in blocks to deepen understanding. Teachers draw on a range of resources we have available to create the best possible learning environment for our pupils, moving the children from the stages of concrete to pictorial and lastly to abstract. Consolidation weeks are also built into each term to revisit outcomes that have been identified as needing further development.

Reasoning is a part of every lesson, and the use of 'Prove it' boards, enables the children to verbalise and discuss their understanding. Displays and resources in classrooms allow children to 'explore' maths, then for 'clarification' to take place, and lastly the children's 'application' of their learning. Teachers are encouraged to use innovative and creative lesson formats to engage pupils.

Internal Assessment

Assessment of National Curriculum objectives is carried out by the class teacher and the use of Target Tracker. Along with evidence in books and from lessons, assessment weeks are held termly using the White Rose papers to inform teacher's decisions and to pinpoint gaps in children's learning that then needs consolidation or intervention.

Data is analysed by class teachers at the start of the next term and areas of strength and weakness are identified. Whole class gaps are also identified and used to inform planning.

Progress in Maths is discussed as part of the termly Pupil Progress meetings and pupils are identified for intervention.

Moderation

Moderation by the Maths Subject Lead and the SLT includes half termly blink observations, focussing on one area, book looks, and lesson visits.