The school follow the Pentagon Partnership overview for the medium-term planning

Children are regularly exposed to concrete materials, variance, fluency and reasoning in maths lessons.

Subject leaders carry out pupil conferences with pupils to talk about their learning.

Key links are made to learning journeys where possible



Children are regularly exposed to ‘Cold Tasks’ and ‘No goal reasoning’

Maths of the Day promotes active learning

Book trawls and monitoring carried out by subject leaders.

Our children are confident, flexible, resilient mathematicians.

Maths ambassadors play an active role; looking at books, running a maths club and setting maths competitions.

27 % of children leave Y6 with higher standard

71 % of children leave Y2 with EXS+ with 20 % at GDS.

Termly assessments are carried out across the school to support teacher assessment, using White Rose assessments.

All children receive a daily maths lesson, although mathematical skills run through many other areas of the curriculum and will be represented in learning journeys when appropriate.

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TT Rockstars and J2E Blast promote times table knowledge.

62 % of children leave

Foundation Stage with GLD.

Teachers use a variety of creative resources including; White Rose, NCETM, classroom secrets.

Termly pupil progress meetings identify individuals and groups for maths interventions.

Mathematician of the week awarded weekly in achievers assembly.

Children are encouraged to continually challenge themselves when completing fluency, reasoning and problem solving tasks.

Maths subject leader completes annual action plan which is reviewed and shared with governors.

Our curriculum aims to equip children for the next stage in their education and also with the mathematical skills for life.

Key Stage Two children compete in a maths competition annually.

Guided maths is used regularly to challenge our greater depth mathematicians.

Glynne Primary School

What does

Mathematics look like?