

## Teaching Maths at Boroughbridge Primary School and Nursery

We believe all children can enjoy and achieve in mathematics. Teaching is designed to engage and motivate all learners. To enable children to appreciate that maths is challenging, exciting and purposeful. Mistakes are valued and seen as an important part of the learning process.

We are in the process of adopting an evidence based mastery approach to teaching maths. In lessons a coherent structured approach aims to ensure the learning moves forward in small carefully planned steps. This supports depth of learning and reduces gaps in mathematical understanding. We also aim to make maths as real and as purposeful as possible. Children in KS1 and KS2 work on maths targets regularly to aid fluency. We have worked on our questioning techniques to deepen understanding and aid assessment.

We try to choose careful images and resources to support all learners. Marking and feedback informs next steps in teaching and provides challenge opportunities. Not all staff are at the same point in this journey, though careful CPD has been sourced to support.

Children are supported in maths through a range of resources and learning walls.

Maths learning walls should clearly show the learning currently taking place. Any writing/labels should be able to be clearly visible to the children. They should reflect current learning and support the learning of all children in the class. Other key features of our learning walls are:

- The current learning focus/objective
- Examples of calculations and strategies if needed
- The learning process, how today's learning relates to yesterday
- Tackle common misconceptions
- Include success criteria (to learn to do this you need to...)
- Challenge questions
- Good examples of children's work that demonstrates current learning.
- Relevant Vocabulary

Assessment of maths is both summative and formative. Teachers and teaching assistants use questioning to assess daily. Marking and feedback also informs teacher assessment. Throughout the year Key Stage one and two teachers use pre teaching activities before a unit of work to gauge starting points and the White Rose Assessments to evaluate learning after teaching. At the end of the year GL assessments provide useful diagnostic data and compare our pupils to others nationally.

Pupils work in moderation within school and within our local cluster and teaching school alliance.