



**HALFWAY JUNIOR SCHOOL**



**Maths**  
**September 2015**  
Review: March 2017

*“Supporting Each Other to Achieve Success for All”*  
Rationale



At Halfway Junior School, as part of our Dream School ethos, we want all children to develop effective mathematics skills (written and mental) and an ability to solve problems so that they are equipped to be successful in life. Our Maths curriculum is designed and implemented so that it reflects our core learning values:

- ❖ We aim high – we are the best that we can be
- ❖ We believe in ourselves – we have an ‘I can’ attitude
- ❖ We respect ourselves and each other
- ❖ We are good listeners – we ignore distractions
- ❖ We have a go and encourage each other – we share our ideas
- ❖ We take risks and learn from our mistakes
- ❖ We can work independently and as part of a team
- ❖ We are resilient and never give up
- ❖ We ask questions and enquire

## **Planning**

At Halfway Junior School planning is reactive and personalised to the needs of each class, group, and individuals. Teachers use the 2014 National Curriculum to create a medium term plan that ensures coverage across all areas of maths. The Sheffield Tracking and Assessment Tool (STAT) is used to inform pitch and expectations and next steps. Teachers can complete short term plans to track learning and use these to inform next steps and lessons. Gap analysis and assessment for learning are used throughout teaching to inform planning.

This Westfield Family of School’s Calculation Policy is in line with the new curriculum and has been created across the Family of Schools to ensure consistency across the area and to aid towards transition in Mathematics to Westfield High School. Parents can access the calculation policy via the website and on request from the teacher/office. Close collaboration with Halfway Infant School and Westfield Secondary School ensures that the children have a smooth transition of their numeracy skills and build effectively on their prior learning.

## **Teaching**

- At Halfway Junior School we aim to provide a curriculum that is engaging and creative which allows children the opportunity to learn through practical activities within a context that is meaningful and fun.
- As a school (and in conjunction with Halfway Infants and Shortbrook Primary School) we are moving towards a ‘Maths Mastery’ approach in a carefully planned and measured way. Regular whole staff CPD opportunities and monitoring is in place to make the transition effective.
- Teachers use the Westfield Calculation Policy and models and images to help explain their teaching as well as help children to visualise the maths they are learning. Resources, maths mats and Interactive Whiteboards help to support our range of Visual, Kinaesthetic and Auditory (VAK) learners.
- Mental Maths: As a school we have allotted more time for mental maths strategies to create ‘Letterbox Learning’ (facts that are key and easily accessible). By learning key mental skills children will spend less time calculating basics and become more confident in applying

their maths to problem solving and puzzles (elastic thinking). In maths lessons, children are taught mental maths through oral / mental starters. All children are encouraged to learn their times tables as part of mental maths work, as well as during termly competitions (started in Summer 2015 within HJS and HIS partnership).

- Thinking Skills: Thinking Skills is taught weekly as we want all children to leave our school as confident mathematicians who are able to adapt their mathematical understanding to any scenario or situation. Using the Badger Maths scheme, children are taught how to approach and then solve various problems using a range of strategies. This approach complements our school's approach to mastery.
- The children are encouraged to be resilient and independent learners. Use of working walls, steps to success and equipment/resourcing ensure children can help themselves to be more independent in their learning. Also, opportunities are provided for collaborative thinking and working to develop team working skills.
- More able and SEND children are identified and work is clearly differentiated, catering for challenge at every level.

## **Assessment**

### Formative assessment:

Teachers use Assessment for Learning to ensure children are on track and use in class intervention (where possible) to secure learning. Teachers use this AfL to inform their teaching over the following lessons and to guide the intervention of support staff for example, through pre and post teaching.

All children have regular learning conferences with their teacher, during which they discuss progress towards maths targets and next steps.

### Summative Assessment:

End of year formal tests are used to assess knowledge and understanding as well as providing regular exposure to formal test formats.

### Moderation:

Teachers work closely with teaching partners across phases, and within other schools too (Family of Schools and Shortbrook Primary School) to ensure assessments are accurate and consistent.

For further information see the Assessment Policy.

## **Equal Opportunities**

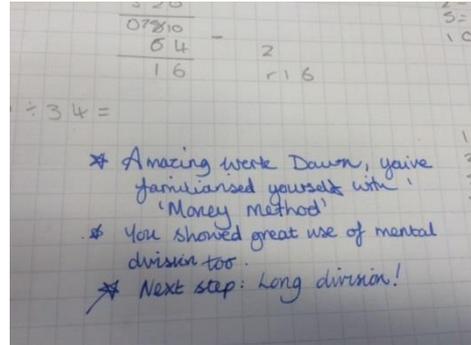
All pupils irrespective of ability, gender, race, religion or disability, are entitled to a broad and balanced Maths curriculum. We have high expectations of all our pupils.

- The attainment of boys and girls, pupil premium, SEND and more able pupils is carefully monitored to ensure all make good progress
- All groups are monitored closely in pupil progress meetings and additional support for individuals is planned where necessary
- Children access the curriculum at the appropriate level, and assessments are in place to ensure that any gaps in learning are quickly filled. The more able children will master and deepen their understanding and their progress will be monitored carefully.

- Learning environments and resources and will support learning and enable all children to access their learning

## Marking

So that the children can monitor their own progress and reflect on their learning, their work is marked regularly by the class teacher. In addition, self and peer assessment are used where appropriate. Marking follows the 'two stars and a wish' format, see the example below or Marking Policy for further detail.



## Home Learning

Every week the children are set a piece of Maths home learning relating to what they have been learning in class. Support from teachers and Home Work Club is available if needed.

## Learning Environment

### Classrooms:

Maths posters are used to promote learning (e.g. times tables, shapes) and all classrooms have working walls that are used to support the current learning.

### Working Walls:

- Not used as a display – boards are allocated in school for celebration of children's work.
- Should be handwritten and modelled in front of the children where possible.
- Can have posters to support current learning.
- Can be built and should be built in sessions
- Can and should have children's work e.g. WAGOLs made by the children and or teaching assistant.
- Can show a start and an end point e.g. quotes from children then final work and understanding.
- Mean more when the children see you build it.
- Should be an extended whiteboard e.g. – any scribbles / modelling should be up for them when they start their work.
- Should be near the Whiteboard and at the front of the class where possible to optimise effect.

### Resources

Children should have easy access to:

- Dice
- Number fans
- 100 and 200 squares
- Multiplication squares
- Counters
- Base Ten
- Numicon
- Arrow cards
- Grids
- Steps to success cards (WAGOLLS)

\*All other maths resources are kept in the maths area near reception.