

Maths at Whetstone Field Primary School

Whetstone Field Primary School has been fully engaged with the new maths curriculum since September 2014 and we have been pleased with the way our pupils have adopted the new approach to deepen their understanding of this subject. We aim to provide children with as many opportunities as possible to make connections across the programmes of study in order to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

The new Primary Maths Framework has a bigger emphasis on children mastering their own year group's objectives. Here at Whetstone, we have adopted and embraced the mastery approach and believe that *every* child can succeed in Maths. Our aim is to keep the majority of children in the class learning at a similar pace. In practice, this means that those children who master concepts and skills quicker than others are challenged through activities and investigations that deepen their understanding further, rather than simply moving on to new content. Children who do not master a concept as quickly as the rest of the class are supported through targeted interventions to enable them to keep up. At Whetstone, we aim to provide our pupils with the additional time and support they need as soon as possible (preferably the same day) in order for them to master the skills taught.

Abacus was introduced at Whetstone in 2016. Teachers use this scheme as a basis for their planning and teaching, along with their own professional judgement with regard to what each individual child in their class needs in order to achieve their potential and more. The pre-requisite skills and range of activities provided during maths lessons allow teachers to ensure key skills are embedded; thereby enabling pupils to reason, justify and problem solve with increasing confidence.

Interventions

During lessons and through assessments, teachers and teaching assistants identify misconceptions and any gaps in a pupil's learning. This allows staff to address misconceptions as quickly as possible. Ideally, these interventions happen immediately or at least on the same day to stop children falling behind; thus enabling the teacher to keep the class together.

NRICH Activities

Abacus includes links to NRICH activities. These activities challenge those children who have mastered a concept to apply it through problem solving; as a result providing pupils with a greater opportunity to gain a deeper understanding of the mathematical concepts taught.

Times Tables

We use the Maths Rockx app from Years 1 to 6. The app allows pupils to learn and practise times tables to well-known songs. As well as improving our singing voices and air guitar skills, we have also found it has vastly improved our children's passion for learning their times tables. This fun and engaging app can also be downloaded and

accessed by children and parents at home, allowing extra revision of the times tables facts to take place. As well as this, there is a timed quiz to encourage children to beat their previous score.

Pupil Voice

At Whetstone, we encourage children to give both oral and written feedback on their learning. In maths, pupils are encouraged to reflect on their learning and voice their thoughts and comments using a 'special purple pen'. This reflection by children on their own learning allows teachers to quickly and easily identify what it is that a child is finding challenging or lacking confidence in. As a result, targeted intervention is put into place in order to help the pupil progress.