

Mathematics in
our school



View of the School Effectiveness Advisor

- ‘The learning environment at The Giles Nursery and Infants’ School is exceptional and this includes supporting mathematical understanding in shared areas, inside and outside of classrooms.’
- School Effectiveness Advisor, Report of 13 March 2024 visit.



How we teach mathematics

- White Rose Maths is our scheme for Reception to Year 2.
- Nursery has a strong bespoke early maths curriculum.
- We also have a focus on maths fluency from Nursery to Year 2.
- We use a very practical approach following the concrete, pictorial, abstract (CPA) way of working at all ages in our school.
- We implement rigorous assessment to track pupil progress.
- We provide additional activities to meet our pupils' needs and levels, whilst also meeting the national curriculum expectations.
- We make mathematics exciting and engaging.



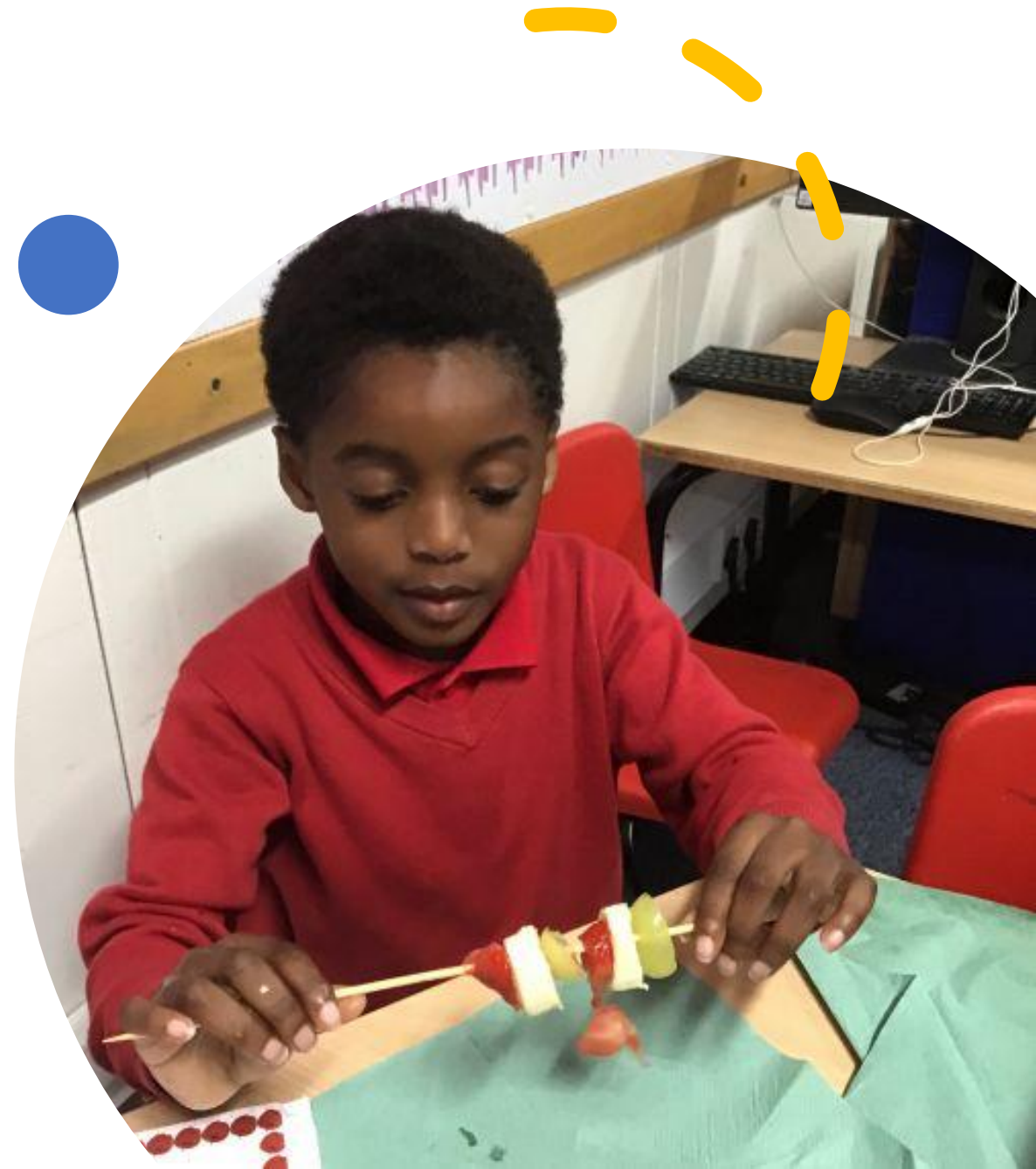
Our performance

- We perform well in mathematics, achieving good results.
- Key to our good results is knowing our pupils very well and intervening appropriately to keep them progressing.
- This includes providing stretch and challenge as well as identifying gaps in knowledge and skills and working to overcome them.



Why have we chosen to use White Rose Maths?

- We introduced White Rose Maths in September 2023.
- The schemes of learning support the delivery of the National Curriculum through a mastery approach.
- It ensures all pupils are supported and challenged.
- It supports teachers to ensure that summative assessment is strong in mathematics.
- White Rose develops teacher subject knowledge and pedagogy.
- Using White Rose Fluency Bee builds mental fluency in mathematics



What is White Rose Maths?

- White Rose Maths provides maths resources and schemes of learning for pupils from Reception upwards.
- White Rose Maths teaches children mathematical concepts through concrete, pictorial and abstract (CPA) methods to develop deep understanding, confidence and competence in mathematics.



How we introduced White Rose Maths

- We reviewed many schemes of work.
- We arranged for bespoke training for all staff (teaching and support staff) by White Rose.
- The trainer was the lead primary mathematics consultant for White Rose. She wrote the training specifically for our context as an infants' school.
- A mathematics presentation was offered to Year 2 parents.
- Year 1 teachers shared resources that support White Rose with parents at parent consultations.



How White Rose Maths is used in our school

- Pupils access high quality teaching from Reception to Year 2.
- Learning is focused into small steps.
- Pupils use White Rose workbooks and have an extra book for additional challenge work and keep up work.
- Teachers have embedded the concrete, pictorial, abstract (CPA) approach in their teaching.



Assessment using White Rose Maths

- Assessments for the end of a unit.
- Assessments for the end of a term.
- Detailed and easy to use assessment resources.
- Show objective data at the end of Year 2.

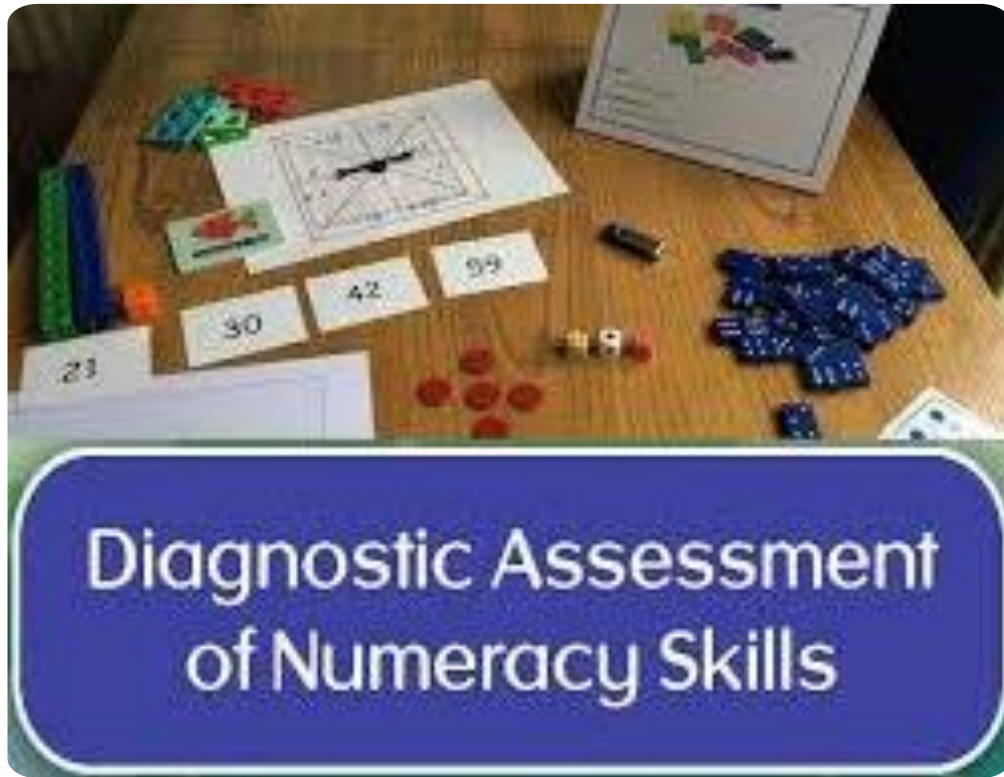


View of the School Effectiveness Advisor...

- ‘Pupils spoken to, as part of the day’s visit, thoroughly enjoy their mathematics learning and spoke confidently about number and how they worked out their calculations using a variety of manipulatives.’
- In Early Years, ‘Children sustain concentration in the activities provided for them, both inside and outside of the classroom. This indicates that provision is well pitched. Children show a keen interest and knowledge about number. Adults play alongside children to develop their language and take every opportunity to incorporate number into their conversations.’
- School Effectiveness Advisor, Report of 13 March 2024 visit.



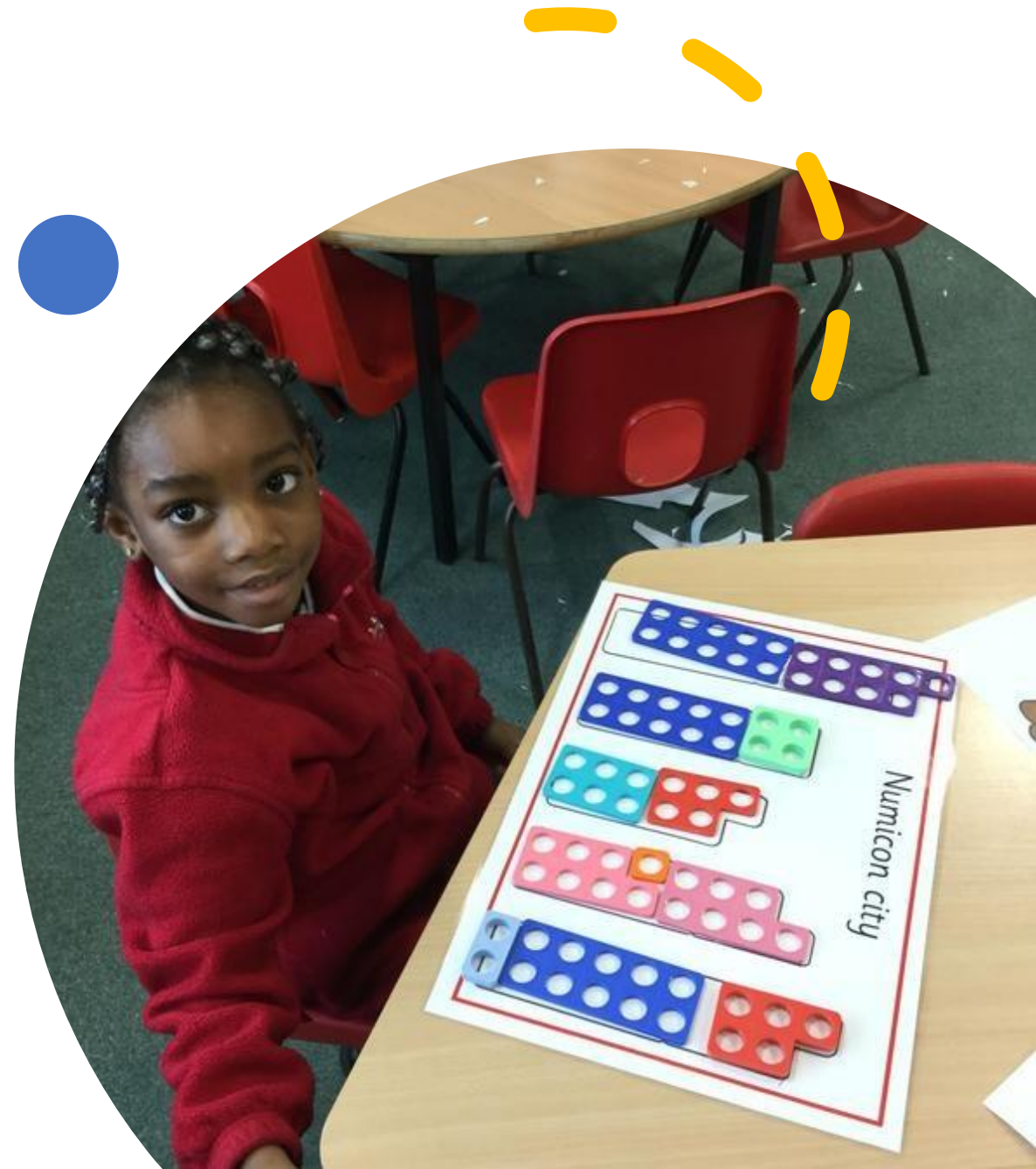
How we are supporting the lowest 20%



- DANS interventions
- Fluency Bee (whole class and as interventions)
- CPA approach – lots of practical exploration of number and calculation
- Sentence stems to rehearse and embed concepts
- Common misconceptions are conveyed to support staff so they can be prepared to address them as they arise
- Interactive maths tables

How we are providing stretch and challenge

- Reasoning and problem-solving leads children to apply the skills they are learning
- Different levels of problem are available – children can self-select as well as be guided towards a problem.
- Children are encouraged to talk through their problem-solving and prove their answers.



Maths Fluency

- **Fluency Bee** is a structured teaching programme designed by White Rose Maths to help pupils become maths fluent.
- Develops confidence working with numbers.
- Builds mental fluency in mathematics.



- **Numbots** is an app to practise fluency.
- The children have their own accounts and can access it at home.
- They love it because it has a story mode with lots of levels to progress through and robots to build.
- We can also give certificates for Numbots use.

Actions for 2024 - 2025

Priority: Mathematics

Curriculum
leaders:

T. Dalton & K. Simmons

Maintenance targets:

- Keep abreast of national changes in education.
- Ensure even standards across our school
- Ensure our school standards are in line with other schools.
- Track pupil progress to inform future planning
- To assess the condition of resources and update any manipulatives needed for pupil to access the mathematics scheme effectively

Development targets linked to key priorities in SIP 2024-2025:

Priority 1 – continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with particular focus on science and on streamlining our curricula intent and implementation to embed lifelong learning skills while ensuring that children have increased opportunities to learn practically and through play.

- Monitor closely the second year of implementation of White Rose Maths across Reception and Key Stage 1.
- Embed daily maths fluency across the school.
- Follow a whole school approach to number patter to ensure consistent number formation.
- Support the lowest attaining 20% to progress.
- Monitor bespoke provision provided for SEND pupils in Orca class.

Priority 2: Continue to ensure that the well-being needs of our children are met to the highest degree by further enhancing the strong provision for our pupils with SEND and advancing and prioritising well-being throughout the school community.

- Implement mathematics week

Priority 3: To further secure outstanding leadership and management through supporting those responsible for governance to securely and consistently understand their role and carry it out effectively.

- Ensure school governing body is well informed of the mathematics curriculum, its impact and pupil progress.