

Maths at Colton



At Colton, we follow a teaching for mastery approach based around the White Rose Maths Hub (WRMH) planning sequence. Staff have the autonomy to control the pace at which they teach objectives and which resources they use to supplement the scheme, this reflects the needs of their individual class. Knowledge is taught through all lessons and is embedded by a spiral curriculum where objectives are built upon each year. Questioning is of a high level, and this informs the pace of lessons. Real life examples of maths and its practical uses are embedded within lessons to show a purpose and value for children.

Early Years

In Early Years, our children are exposed to a vocabulary rich environment in which maths is woven into their daily classroom activities. Maths is taught practically through whole class and small group inputs followed by consolidation activities within our provision areas. Counting is integrated into our daily routine through the labelling within areas, counting the children present, the way in which we tidy up the areas, stories and songs. Our EYFS maths teaching is supported by a combination of WRMH and NCETM materials, we adapt this to follow the needs and interests of the children. Our maths progress is evidenced through the use of high quality, targeted questioning and recorded learning on Tapestry. Children are then supported and challenged to meet their needs through the use of small group and 1:1 activities.

Key Stage One

In Key Stage One, the lessons begin with a starter activity to revisit previous learning, this could take the form of a game, a maths song, an activity in provision, arithmetic questions or mental maths recall. The teacher then leads an interactive input to introduce and teach the learning objective. Children are then given the opportunity to apply their knowledge through a practical activity or a recorded fluency task, this is followed by reasoning and problem solving where appropriate. During lessons, manipulatives are accessible for all children to self-select and are used to support and secure understanding where needed, whilst also addressing misconceptions. Children will be provided with high-quality feedback throughout the lesson. This is responsive to their individual needs, ensuring they are supported, or challenged, appropriately. This will usually take the form of verbal adult feedback, group work, adult support, and manipulatives being used where necessary. Learning is evidenced in books, on worksheets or in an online portfolio (Tapestry).

Key Stage 2

In Key Stage 2, lessons begin with a starter which allows the children to revisit and revise their prior knowledge. The starters range from quizzes, Flashback Four (from WRMH), arithmetic questions, mental maths recall to online games. The new learning objective is then taught through an interactive input which allows time for partner talk, white board work and self-assessment to track progress throughout the lesson. Manipulatives are used in Key Stage Two where appropriate, children have access to them whenever they need them. In I-Pad classes, interactive teaching aids (such as fraction walls) are accessible on a variety of apps and websites to support with understanding. Children apply their learning to range of fluency, reasoning and problem solving tasks suitable to their needs. These are evidenced in books, on worksheets or in an online portfolio. Teaching is responsive, instant verbal feedback is given by adults throughout the lesson, children are supported and challenged appropriately. In I-Pad classes, marking is completed electronically on the workflow app (currently Showbie). Children are given the opportunity to check this feedback, they will correct and respond to it electronically. In non-I-Pad classes, marking is completed in books and children respond to this in green pen. Times tables are practised daily in Key Stage 2, this can take the form of Times-Tables RockStars, Hit the Button and other daily activities.