

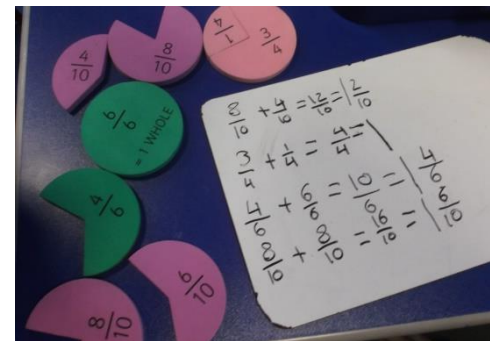
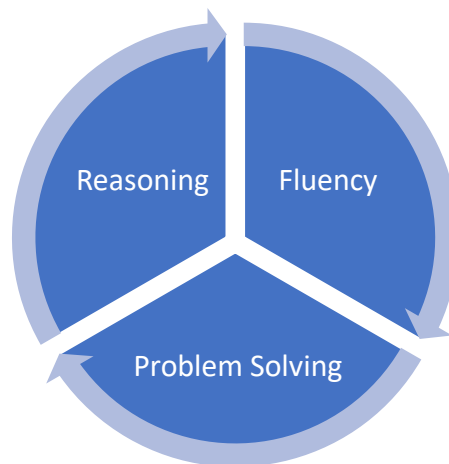
Brook Primary School

Maths Strategy

Curriculum rationale:

At Brook Primary School, our children as mathematicians will become confident learners in three core areas: fluency, problems solving and reasoning. As a school, we embrace the mastery approach to maths and ensure mathematical skills are taught daily following the 'Shanghai Maths Scheme'. To foster a love of mathematics, teachers, have designed a curriculum that engages all children and encourages lifelong learning. We also have designed intentional cross-curricular opportunities to develop our pupil's understanding of mathematic in the real world. Quick maths lessons are taught daily to ensure basic skills such as number bonds and times tables are embedded to enable our children to progress and apply knowledge within more complex situations and be able to verbalise reasoning.

Aims



Curriculum - How it organised?

At Brook, our maths curriculum takes a whole school approach underpinned by Collin 'Shanghai Maths Project'. A yearly overview is used to complete weekly planning and guide staff accordingly. Staff are encouraged to plan exciting and engaging lessons in and outside of the classroom and are encouraged to make links to real life.

Lesson Structure

Quick Maths	Anchor task	Main - Shanghai guided	Plenary
KS1 15 minutes KS2 30 minutes	10 minutes	40 minutes	10 minutes
Basic skills lesson focusing on fluency. Targets can be found on our Mental Maths Policy.	Every lesson has a 'hook' which engages the children in paired and class discussions leading into the main lesson aims.	Learning is supported by the Shanghai Project which is guided by the National curriculum targets	Every lesson ends with a question or task that enables progress to be assessed and leading consolidated.

Resources

- <https://collins.co.uk/pages/primary-mathematics-the-shanghai-maths-project>
- <https://nrich.maths.org/>
- <https://www.ncetm.org.uk/>
- <https://play.numbots.com/#/intro>
- <https://ttrockstars.com/>
- <https://www.century.tech/>



Special Needs

- In accordance with the school's special needs policy, children with an identified weakness in maths will have a suitable PDR set by class teachers/Dudley Learning Support Team which will be executed within the school timetable and curriculum.
- Within lessons, differentiated work will be planned and provided for children with special education needs.
- Within lessons, enrichment opportunities will be planned and provided for more able pupils.

Assessment

- In Key Stage 1 and 2 pupils' attainment is recorded on our target tracker located on teams. Children on a on the SEND continuum will be assessed against appropriate targets. Target Trackers are created from the objectives of the 2014 curriculum. Targets are completed as a pupil creates a block of work.
- Pupils are assessed in maths in line with Brook Assessment Policy.
- Progress is discussed termly in Progress Meetings with the Headteacher.

