

Mathematics at Droxford Junior School

At Droxford, we believe in an inclusive mathematics curriculum that is tailored to the needs of every child. We want all children to have access to a variety of learning opportunities and the chance to become fluent in the various mathematical methods, as well as the chance to reason and problem solve at every level.

Teachers plan lessons based on the overview for mixed age classes created specifically for our school. These long term plans have been created by the Maths Manager (MM) using the national curriculum, as well as documents from the White Rose Hub and the Hampshire Maths Team. A plenitude of different resources are used to support with planning.

We believe a deep understanding of mathematics is best achieved by tackling deep and interesting problems. High quality questioning is key to drive learning. Children at all levels access reasoning and problem solving questions in tasks. We also believe that by helping children to become fluent in arithmetic (both mental and written) we are giving our learners the tools to really dig into more abstract problems. As such, we use 'Fast Five' arithmetic as well as recap tasks in all lessons. The curriculum is mapped out in order to recap and build on prior learning. For times tables we have the Precious Gems Challenge and TT Rockstars, an online tool, and Times Tables Homework Booklets keep number skills sharp.

Within lessons, teachers use a variety of Assessment for Learning strategies to ensure the pitch and challenge is appropriate for all learners. 'Cold Tasks' are used before a unit to assess the children's previous learning and help teachers plan forthcoming lessons. AfL continues throughout a unit and every lesson, always looking to see how children can be supported or challenged according to need. Flexible grouping is used in all classes; we would never want to 'pigeon-hole' a child as a 'lower or higher-attainer' and instead want to tailor learning to the child. Hot Tasks are used to assess retention of concepts of a unit and address gaps and recapping opportunities.

We have worked to develop robust assessment systems for Maths. Ongoing AfL is used to spot gaps and plan boosters, as well as contributing to teacher judgements. These include 'mop up groups' to address misconceptions as part of the lesson. Teacher judgements are formed with the help of 'Hot Tasks' which are planned in after a unit has been finished. Summative papers are also used in the Spring and Summer terms to help triangulate children's progress and understanding. Assessments can be made confidently and are always used for future planning.

