

DRAYTON PARK PRIMARY SCHOOL

MATHS POLICY



At Drayton Park, we follow a weekly planning structure that places an emphasis on real life maths. This involves engaging in a real-life maths problem and learning relevant skills; then applying these to solve the problem through an open-ended investigation.

Learning and practice of mental maths calculation strategies and facts is considered essential and is taught throughout the week in mental/oral starters, main teaching, games and, outside of maths lessons, in Monster Maths - which students and teachers refer to as KIRFS in their daily timetable. In addition, as part of our Online learning sessions, our children use DoodleMaths and DoodleTables to practise their arithmetic skills, recap previous knowledge and consolidate their learning.

We aim to make maths teaching and learning:

- Fun and engaging – a subject that children talk about with excitement!
- Captivating and stimulating – with opportunities for playing games, solving puzzles and challenges.
- Challenging and motivating for all – with the children desperate to solve problems, investigate and discover.
- Purposeful and linked to real-life problems and events.
- Interactive – with lots of independent thinking and discussion of ideas and strategies.

At Drayton Park, children choose between levels of challenge and use self-assessment and reflection to make progress independently.

The structure of the week:

Monday	Tuesday	Wednesday	Thursday	Friday
Mental maths practice every day of the week – e.g. counting stick, times table chanting, games, mental speed and accuracy with 4 operations, flexibility between all areas of maths, practice of key vocabulary (Vocab Blasts).				
A new learning objective is being introduced and the success criteria is given as a series of steps that children can follow in order to be successful in their work.				Investigation – Nrich or similar (Alternate Fridays)
Teachers always aim to make real-life connections and use real-life examples or stories to ‘hook’ children and help them engage with each topic and mathematical concept.				
A set of 6-8 tasks (challenges) are given to the children. The students are encouraged to show courage and resilience and skip the questions they consider easy. After they complete a challenge, the children mark their answers independently and they reflect on their mistakes writing a comment.				Skills: theorising, conjecturing, trial and improvement, questioning, proving and disproving, explaining, analysis, evaluation, collaboration/independence, organisation and recording.
The last 10 minutes of each session are dedicated to the children reflecting on their learning and progress. They assess against their Success Criteria and write an overall reflective comment to summarise what they believe they achieved and what their gaps and next steps might be. Often, children peer assess their work too.				

Challenge and Learning Without Limits

Tasks should be challenging and accessible for all. We achieve this by following an approach inspired by Learning Without Limits and The Wroxham Approach.

In more detail, each day looks like this:

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1. Children are given a choice between 8-12 challenges. Each contains 3-4 questions. They may include a modelled example if this supports learning.
2. Children are encouraged to choose an appropriate level of challenge that will extend their learning – some children may need individual guidance on this at first.
3. Mini-plenaries are used to check progress and address whole class misconceptions.
4. Answers (with appropriate modelling of methods or thought process) are provided when a child has completed a task. They can self-assess (mark, edit and improve) using blue pen in Year 2 and red pen in years 3-6. If they have one or two questions wrong, they explain where they went wrong. Then, if ready, go on to the next challenge.
5. If they are stuck, struggling, or inaccurate, the teacher (or supporting adult) can intervene and re-teach and explain to help the child get back on track.
6. Children make blue or red-pen **comments on their learning** at the end of their work. They self-assess their Effort and Learning.
7. Teachers live mark students' work and offer verbal feedback during the session (according to school's marking and feedback policy) and identify gaps that aim to fill before the next session. Very often, teachers may adjust the next day's challenges in response to children's progress.
8. STEM sentences should be given to children in most lessons to aid them with using correct mathematical language and with processing mathematical problems. It is advisable to add this sentence stem to the bottom of each IWB slide and add to the children's success criteria.


*Friday investigations may not follow this approach when using "Low Threshold, High Ceiling" investigations.

MATHS MEETING / MONSTER MATHS (KIRFs)

Children partake in Maths Meetings 4-5 times a week from reception to year five. These sessions last 10-15 minutes and the children are given the same concepts daily with variation. For example, naming 3-D shapes, telling the time etc. It covers key content from within the curriculum for their year. Lollipop sticks must be used when choosing children and children must be given short bursts of time to explore the answer before answering.

In Year 6, Monster maths (KIRFS) is taught. Repetition is key to ensure knowledge is locked in. These sessions should be timed and the children should go over the answers together, explaining their reasoning.

For more detail, please see our Maths Meeting / KIRFs progression maps:

-  Maths Meeting Progression Map (Reception - Year 5) and Year 6 KIRFs: 2023 onwards