

How we teach **Mathematics** at Doxey Primary School.

**General:**

The National Framework for Numeracy is used to plan units of work from Y1 to Y6.

The government document: "Teaching Children to Calculate Mentally" is used to plan the mental Mathematics strategies to be taught.

Examples from: "Pitch and Expectation" and Testbase are used to support planning.

**Y1 to Y6:**

Mathematics is taught every day. Primarily during a strongly structured 3-part lesson (20:20:20 min structure) incorporating:

1. Learning Objectives /teaching: I / We / You. Followed by assessment.
2. Independent work followed by self and peer assessment.
3. Self- and teacher assessment leading to further progress.

Assessment of individuals is a high priority throughout lessons so that tasks are matched carefully to challenge pupils. Assessment for Learning has been recognised as a strength of our approach. The teaching encourages Knowledge, Understanding and higher order Reasoning skills to maximise progress and independent learning by pupils.

Mental strategies are taught in a separate short lesson four times each week. Mental Recall skills are also practised discretely.

Targets cards are used by individuals during every lesson so they can plan their own learning progress.

**Early Years:**

Doxey have introduced, "Maths Makes Sense", a nationally successful Mathematics scheme into Early Years and Year one. This scheme uses innovative methods to introduce difficult concepts at an early age.

Early Mathematics knowledge and understanding is also developed through a variety of investigative activities during continuous provision. Usually an adult will be working alongside to demonstrate and model the learning so they can plan the progress of their own learning.

**Learning Difficulties:**

Everyone at Doxey Primary School believes that all children, regardless of ability and behaviour are valued equally. Children with Disabilities or Special Education Needs (DSEN) are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

The achievement of Full Dyslexia Friendly Status recognises that we meet the needs of all our children. We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

Last updated 26.03.15.