

Ipsley RSA Academy - What mathematics looks like in our school at KS2 Primary

A typical maths lesson in KS2:

- Mixed ability groupings/seating which allows children to work with different people over the course of time
- Lots of talk - reasoning
- Problem solving throughout
- Mini plenaries to share misconceptions, pose questions and challenge ideas
- Free access to manipulatives/ concrete resources

This is how it works:

Children select their own point of challenge but know that they can try one point of entry and re-select if necessary. Each challenge is linked to the others - they are not just different tasks.

Focus on mathematical language - word bank displays for children to see

Many opportunities to talk mathematically

Prove it!

Children given the time they need - may return to a task in the following lesson, not 'compartmentalised' sessions but 'fluid'

TA's sometimes need to pre-teach a concept ahead of the lesson

This is what we do:

Planning document includes discrete focus on three aims of the curriculum - Fluency, Reasoning and Problem solving; reflection to drive next steps learning and planning; SMSC

Positive use of mistakes/misconceptions - learning environment

Regular book scrutiny, learning walks, planning audits and pupil perceptions

What Key stage CPD

Parental involvement

This is what you might typically see:

Open ended investigations - Low floor, high ceiling activities

Word problems

Different representations of calculations

Paired/Group work

Active maths, where children move around the room

Engagement and perseverance

Children challenging themselves

Children talking about, sharing and reflecting on their learning

This is how we know how well our pupils are doing:

Tracking Data

Pupil progress meetings

Teacher assessment/ Targets

Marking/Feedback

Photo evidence of practical maths - Well annotated by the child so that the learning journey is clear, including mistakes and misconceptions

Targeted use of TA's - TA's noting and recording observations of individual children's progress

Scheduled TA/Teacher meetings

This is the impact of the teaching:

Confident children who can talk about maths

Depth of understanding/ application in different contexts

This is how we use intervention:

Small group immediate response to mistakes or misconceptions in afternoon tutorial

This is how we challenge the higher attainers /mastery level:

Problem solving in different contexts

Further reasoning and justification

Generalising and testing rules

Children will be able to show that they have deepened their understanding and have mastered the learning objective. This will be shown by children being given problems that not only have the intended learning objective, but also rely on previous knowledge and learning, tied in with the current problem they are solving.