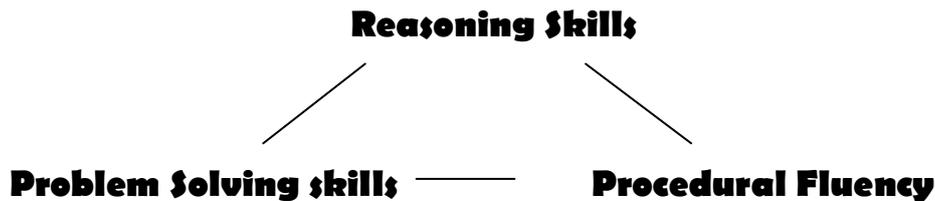


Mathematics at Clifford Road Primary School

The New Curriculum

In line with the Government's introduction of the New National Curriculum, we at Clifford Road have adjusted our teaching and policies to place an even greater emphasis on number and calculation, whilst maintaining the high standards of mathematical thinking, problem solving and cross curricular maths already the norm across the school. The curriculum has three core aims, which are equally weighted:



The New Curriculum is one which values the mastery of key skills before moving children on. Pupils at Clifford Road will be extended by developing the reasoning skills through varied and frequent problem solving activities and investigations before being moved on to new content. The children use reasoning frames to help them explain their ideas to others. Some elements of maths have been moved to different year groups whilst others have been removed altogether leading to a more streamlined curriculum with time to achieve that mastery.

The New Curriculum is divided into the following sections:

- **Number** – including Number and Place Value, Addition and Subtraction, Multiplication and Division and Fractions (including Decimals (Year 4, 5 & 6) and Percentages (Year 5 & 6).
- **Measurement.**
- **Ratio and Proportion** (Year 6 only).
- **Algebra** (Year 6 only).
- **Geometry** – including Position and Direction.
- **Statistics.**

Multiplication Tables

Children are now required to know all of their multiplication tables, up to 12 x 12 by the end of year four. At Clifford Road we require learners to know all of their tables, up to the 6th multiple by the end of year three as this gives the children familiarity with a greater range of numbers with which to calculate. By “knowing their tables” we mean being able to say them with fluency, answer questions out of the tables sequence and knowing the associated division facts.

Assertive Mentoring and Assessment

At Key Stage Two, pupils are given a fortnightly “basic skills” assessment from the Assertive Mentoring programme we follow in school. This takes place outside of the daily maths lesson. The results of these assessments are analysed by the class teacher and weekly lessons are planned to address the gaps identified.

At Key Stage One, the Assertive Mentoring programme includes assessments based on number bonds and addition and subtraction facts to twenty.

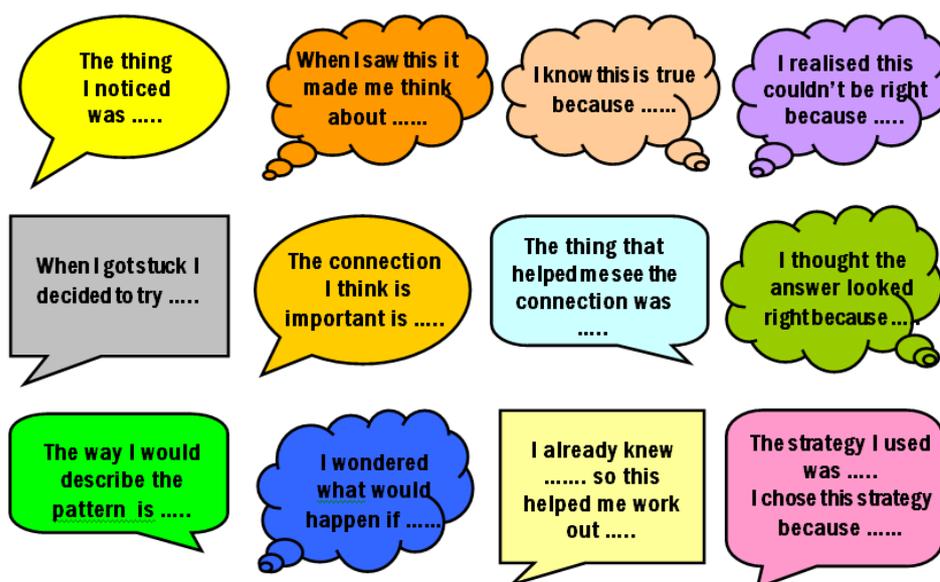
Pupils are continually assessed using assessment for learning strategies such as probing questions. A more formal assessment is given to the children each half term to ensure the teaching for the next half term is relevant and responds to the children's needs.

This regular assessment allows pupils to be a part of their own progress and helps them to set, jointly with the teacher, achievable learning goals.

Mathematical Reasoning

The National Curriculum aims to ensure that 'all children reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language'.

To help the children make their thinking clear to themselves as well as others the children use these speaking/writing frames:



Maths Eyes

The Maths Eyes assemblies take place fortnightly. Classes are given an ordinary photograph which they take back to class and "find" the maths in the picture. The concepts and ideas are explored and developed in class before presenting their work in their next assembly. Classes compete to win the "Maths Eyes Glasses".

Cross Curricular Maths

As well as the daily maths lesson, pupils at Clifford Road are given frequent and relevant opportunities to use maths in other contexts. These include areas such as PSHE, Science, History, RE, Geography, Art and Design, Computing and Technology. We believe this is vital in helping our pupils learn the relevance and uses of maths in the wider world and that it is a useful way to apply skills learned in the daily maths lesson.