



Thornhill Primary School Maths Policy

Big Maths and Little Big Maths

Big Maths and Little Big Maths will continue to be used to enable the children to become more numerate. This teaching approach is integrated into our daily maths lessons and can be described as being fast, fun and furious. Generally every child will work on individual white boards to demonstrate their understanding and fluency. The children are encouraged to work at pace and be able to instantly recall basic maths fact such as: number bonds, times tables, doubling, halving etc., using mental strategies rather than counting on fingers or using longer written methods.

Maths No Problem

With a renewed aim to equip all pupils with the skills and confidence to solve a range of problems through number fluency and mathematical reasoning, this year at Thornhill we will be teaching maths for mastery using a transformational approach, which stems from high performing nations such as Singapore, which are becoming increasingly more popular throughout the UK.

Following the structure provided by Maths No Problems, maths topics are broken down into key conceptual ideas which are focused on for longer periods. The content is taught at a slower pace ensuring that progress and depth of understanding is achieved for all children.

Key differences with this new approach to the teaching and learning of maths are that children will now have more opportunity to explore problems. At the beginning of the main lesson, 'an anchor task' is set which requires the children to explore a problem in a real-life context, discuss it and use various representations (manipulatives and images) to consider ways to solve it. A concrete, pictorial and abstract approach will be routinely used, which involves using actual objects for the children to manipulate, before progressing to using pictorial representations of the object and ultimately abstract symbols. We have found that a number of children often struggle with maths because it is so abstract, whereas this way of teaching helps children learn new ideas and build on their existing knowledge by introducing abstract concepts in a more familiar and tangible way.

As well as greater exploration, the discussion opportunities will also increase, whereby pupils will be expected to listen, respond and explain to their peers in their own words using the correct mathematical vocabulary. Teachers will also use a rich questioning style to check accurate understanding and challenge those who have easily grasped the concepts.

In addition to using text books, the children will have work books to record their learning and journals will be used to reflect on and further practise solving non routine problems.

We have high expectations of all our children and want to prepare them well for the higher demands of the new national curriculum and the end of key stage tests. Along with daily, hour long lessons, we aim to set maths homework that is in line with what has been learnt that week, so children are able to consolidate their class work. And for those who may take longer to grasp concepts or are working at a different age groups expectations, extra time and support are offered in a range of ways e.g. intervention groups, after school clubs, guided groups, with differentiated activities, use of different concrete materials and additional activities outside of the maths lesson.

For additional information pertaining to Big Maths or Maths No Problem, please refer to:

www.andrelleeducation.com/big-maths/

and

www.mathsnoproblem.com