

What does Maths look like in Class 2?

Organisation of resources and planning at Key Stage 2

Delivering Maths in a mixed age setting of four years (Year 3 – 6) takes substantial planning and subject knowledge. The core of the planning is the mixed aged planner adapted from the National Curriculum and supported by White Rose. The resources used come from a wide variety of sources and are selected by how strong they are for a particular area or element of the curriculum. For example: NCETM oxford owl resources are excellent for deepening the investigations, Talk it, Solve it are good for reasoning skills development, Schofield and Sims Fractions is excellent for misconceptions with fractions and abacus 7 offers good introduction to algebra and challenging geometry for year 6.

The resources available have been mapped across the four year groups. The CPG text books offer three levels of challenge (a,b,c) and move the learning quickly through different presentations and are used to support class learning and give good reinforcement activities. The CPG workbooks offer good opportunities to problem solve and are particularly useful as they offer great stretch activities for the high achievers.

Fluency with variation is supported with cards made by the class teacher, online tools such as Sumdog are used. Parents are given support and advice to help their child learn number pattern. Pupils are given support with strategies, particularly those who find route learning difficult and prefer reasoning to quick fire recall.

Classroom delivery

Classroom delivery varies in terms of groupings and adult focus. In general Year 3 work in the hall so they can have space to access concrete aids and work at a pace correct for them. Mrs Davison has particularly strengths and experience in supporting the Year 3 maths group. Planning is discussed in detail with Ms Praed to ensure strong questioning, consistency of approach and subject knowledge is in place. Year 4, 5 and 6 work in the main classroom. Ms Praed moves between the groupings. The whole class tends to cover the same area of maths such as place value but at times this is not possible as the demands of the year specific curriculums are different.

Revision

Year 5 and 6 have the opportunity (during the spring term when year 3 and 4 attend swimming lessons) to consolidate their knowledge and understanding and this provides a valuable time to revisit and address individual needs and missing components.

Revision skills and meta-cognition strategies are embedded throughout the year. The ten kinaesthetic pegs, mind mapping etc are encouraged and memory skills are discussed regularly.

Feedback

The pupils have access to a high level of verbal feedback and over the shoulder marking. Misconceptions that occur through the sessions are discussed. Written comments also addresses personal misconceptions and learning. The teacher write in green and the pupil responses are in purple. The learning line has proven to be an excellent tool in pupils being reflective on their learning and communicating with staff their confidence and attainment. Marking is highly personalised. Pupils are very strong at questioning and a culture of demanding further explanation from staff prevails. One to one time is given on Friday mornings for any pupil who wishes to have clarification or practise (DIT). The pupils are excellent at requesting this and there is no stigma to attached to this by the pupils.

All adults involved in the support of the pupils are involved in feedback at the end of the session to share observations. There is excellent communication to support the pupils and strong awareness of pupil's understanding and need.

Reciprocal learning

The older pupils in the class support others and are happy to clarify and teach others. It reinforces their learning and gives valuable peer to peer insight.

Cross curricular learning and evidence of maths in the books

Maths is delivered each morning but it may also be found in different books. There are two blue maths books. Mrs Gabriele teaches one day a week and has a blue book. Ms Praed teaches the other four days and has a different blue book. Maths can also be seen in the red science books, purple geography books and the green art books. Eg, in art we look at ratio and proportion regularly but maths is also seen as an essential part of all learning; including dance. Maths is also in the CPG workbooks. Particularly for Year 5 and 6 and online.

Developing parents confidence with maths

We have offered supported for areas of learning such as fractions, learning multiplication and one to one support with particularly problems a pupil may be experiencing. The school lends concrete aids to families to assist with homework. The school has shared visual representation of calculation with parents that are used regularly in the classroom.

Volunteer support for class 2

For two mornings a week for the past six years Mr Detmer has volunteered to support maths. He has a degree in maths and attended training in the subject. He supports pupils in Year 4, 5 and 6 to ensure there is knowledgeable adult support for discussion and clarification. Mrs Hall (Hub Councillor) also supports one morning a week and is a qualified teacher.