

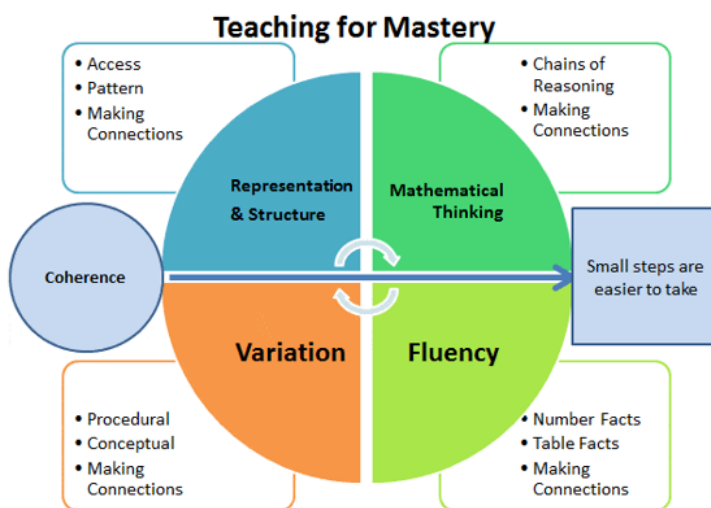
## Maths at Bolney CE Primary

When we discuss the teaching of maths with our families we find that while they are very keen to support their children sometimes they are not sure how. Many adults that haven't been at school for while see the way maths is taught and how their children learn as being very different from what they remember at school. There is also the consideration that our families don't want to confuse things and teach it differently from how it has been shown at school.

We have run parent workshops to share our approach and methods of teaching so that our families can better support at home. There are certain things though that will always be useful. Times tables are still an essential part of the curriculum and that certainly won't change any time soon.

### How is maths taught now?

Maths at Bolney is taught for 'mastery'. The principles behind mastery begin with the idea that everyone can succeed at and enjoy maths. We seek to create learners that can notice and make connections between concepts; show confidence when presented with unfamiliar problems and have strong number sense.



Each lesson gives children plenty of practice and time to become fluent; for example when learning a new method for multiplying there is still a lot of emphasis on times tables and number facts. We then introduce lots of problems that require this to be applied. Lessons are carefully planned so children have opportunities to revisit prior learning before they encounter new concepts and the curriculum is progressive so all children are able to access challenging maths work. We try to make maths as real life as possible – using money for decimals,

real table, charts and statistics or through measuring for baking and cooking.


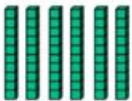



This means that we can spend a long time on concepts. For example with my current class of Year 3 and 4 – we have recently spent around 8 weeks learning fractions and decimals. The rationale behind spending so long on concepts is so that children understand things more securely and things don't need revisiting in later years. Children are given 'concrete' resources like counters and cubes to physically 'do' the maths. This then progresses to using pictures for support before finally moving completely into the abstract and using numbers. Teachers model using resources and pictures in lessons to support all learners.

A lot of emphasis in our teaching is on misconceptions – teachers predict what common mistakes and pitfalls children will make and we build this in to help the children avoid them. We focus on asking children to identify, correct and explain mistakes. One of the problems with rote learning is that often children cannot see why they've made an error when they are simply following a process.

By understanding the maths underpinning it and knowing why methods work, they develop the independence and confidence as well as the mind-sets to succeed in maths.

*Teaching addition with counters and pictures to represent hundreds, tens and ones.*



Hundreds	Tens	Ones
 1	 6	 3
+	 3	 8



*Working out cube numbers!*