

## **Maths in Duncombe, Spring 2010**

A daily maths lesson is taught in every class. Teachers' planning is based upon the national framework, ensuring that the curriculum is covered. Planning and books across the school are regularly monitored, which have shown there is progress through the year groups and yet, by teaching in line with the calculation policy for example, there is consistency in how areas of maths are taught. Specific needs of children are met through in class differentiation as well as by offering further support for particular groups of learners. For instance, one-to-one tutoring in year 4, booster classes in year 6, SEN specific maths groups in years 5 and 6 and regular teacher intervention in all partnership year groups. Furthermore, regular assessment allows for teachers to plan directly for the requirements of the children in their class. A whole school approach to maths APP is in the process of being developed by all staff in order for there to be consistency in judgements made and evidence kept on children's abilities and national curriculum levels.

The majority of teachers in key stage 1 and 2 are trained in the CAME approach to teaching (Cognitive Acceleration in Mathematical Education). This style inspires children of all abilities to work collaboratively in maths and take on an investigative approach to their own learning. It is one way in which we ensure excellence and enjoyment in maths at Duncombe. Teachers' own enthusiasm for the subject adds to how it is perceived by children so, by recently auditing teachers' own subject knowledge and attitude to maths, any concerning issues can be addressed. Although maths tends to be taught in discrete lessons, where possible learning is made 'fun' and relevant by varying teaching approaches to include practical maths, cross-curricular lessons or contextual projects (e.g. cake sale project).