Maths at Hampton Lucy School

Aim

At Hampton Lucy School we aim to create confident, competent mathematicians who are masters of the subject. In order to achieve this we aim to deliver a curriculum which gives the children an excellent recall of mathematical facts, a secure understanding of the national curriculum and the confidence to tackle unfamiliar problems.

What does maths look like?

A Maths Lesson

At Hampton Lucy school a maths lesson will usually start with a quick warm up where children practise their quick maths facts.

The teacher will then lead a ‘small steps’ lesson based on the White Rose scheme of learning.

The children complete tasks based on our ‘do it’, ‘twist it’, ‘bop it’ model. The teachers and pupils will select the correct activity to ensure the activities give the appropriate level of challenge.

‘Do it’ are activities which consolidate the children’s understanding of the method taught during the beginning of the lesson.

‘Twist it’ are activities that focus on reasoning, challenging common misconceptions and allowing the children to apply their knowledge in different situations.

‘Bop it’ are deeper thinking problem solving activities that allow children to demonstrate their mastery of the concept.

Marvellous Maths

Marvellous Maths encourages and rewards children for learning number facts, including times tables. There are 12 levels suitable for children from reception upwards. Children are given a weekly Marvellous Maths test where they have approximately 4 seconds per question to answer. They are awarded a badge when they have full marks on 3 separate occasions and are also rewarded for their ‘personal best’. In addition to the timed test they also have an opportunity to practise for their Marvellous Maths at another time during the week.

Homework

Maths homework is set weekly. The homework reinforces work done in class or practises ongoing skills/ quick fact knowledge. We use the ‘mathletics’ website to set homework.

Assessment and Marking

At the top of each piece of work the Learning Objective (LO) for the lesson should be clearly shown. The teacher will highlight the LO in green if they feel the child has successfully completed the LO. Children’s work will be marked in accordance with our marking policy.

Children should be encouraged to go back and correct any mistakes in a coloured gel pen. When a concept has not been understood, the teacher should aim to correct any misconceptions as close to the point of learning as possible.

At the start of each topic, teachers use a pre topic assessment to assess the children’s prior knowledge of a subject. If the assessment is paper based they are printed on pink paper and put into the children’s maths book. From Year 3 onwards it is useful to use the prior years White Rose end of block assessment to inform pre-teaching.

At the end of a topic the children complete the White Rose end of topic assessment. These are printed on green paper and put into the maths book. A record of any end of topic scores and personal targets should be kept in the front of the maths book.

In addition to this the children complete termly assessments which help inform future planning for the class or individual.

Children with SEND and More Able Children

If a child with SEND cannot access the maths topic at the same level as the majority of the class, the teacher will ensure that they have carefully targeted activities matched to their ability. The differentiated work should follow the same broad topic as the rest of the class.

More able children may be accelerated through the ‘do it’, ‘twist it’, ‘bop it’ model. The teacher will ensure that the level of challenge is suitable.