



<p>What will you see in maths lessons?</p> <p>In the primary phase at Liverpool College, we follow the recommendations and content from a research-based programme of study; Mathematics Mastery (Ark curriculum). We give our pupils exposure and opportunities to learn mathematics in a concrete, pictorial and abstract way. In all maths lesson, you will see talk tasks whereby pupils are encouraged to use the correct mathematical vocabulary to talk about their learning. In KS2, at the beginning of each maths lesson, you will see pupils engaged in a 5 for fluency activity which provides opportunities for pupils to recap prior learning and become fluent mathematicians in areas covered to date. In KS1 and EYFS, at the beginning of each lesson, you will see a similar objective; we deliver the NCETM's mastering number programme to all pupils. Pupils enjoy exploring number, using the rekenrek, during these sessions.</p>	<p>Primary MATHS</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p>
<p>What formative / summative assessment will you see in maths?</p> <p>You will see teachers formatively assessing as part of every lesson. This is planned in through skilled questioning, 5 for fluency questions, set tasks, whiteboard work and plenaries. Formative assessment (to aid understanding) is continuous, typically informal and constant throughout lessons. Our summative assessments (to see where the children are at) are termed NFER assessments, which also inform our planning, focus groups and curriculum. We use mini arithmetic assessments, fortnightly as a snapshot of skills and methods.</p>	<p>What will you see in pupils' maths books?</p> <p>In maths books pupils record their learning from lessons. Some lessons do not require recorded work in books, for example pupils may have played a game or explored with manipulatives. Sometimes you might find a photo of this in maths books.</p>	<p>In KS2, we offer our Ch5 & Ch6 pupils the opportunity to take part in a national competition which takes part each autumn. The competition is created by The Mathematical Association, the Primary Mathematics Challenge (PMC) and is a fun and exciting mathematical challenge. We hold an annual Rock Star Day; inviting pupils to come to school dressed as a rock star to celebrate our times table rock star membership. This day is filled with times table games and in-class competitions. Home learning is supported through information evenings – giving parents the opportunity to explore – and through homework, every week. We also celebrate a day of 'Pi'; giving some of our older pupils an opportunity to learn and play with circles, the vocabulary surrounding this area and to enter various competitions relating to anything circular.</p>
	<p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>Teaching misconceptions in maths happens frequently and is embedded in our programme of study. Prevention is better than cure. During lessons, we constantly select examples, questions, models and images that allow children to make accurate generalisations and conclusions. Compare examples and non-examples of a concept as well as standard and non-standard representations. We aim for the deep discussion and 'wow moments' that occur when unpicking a misconception to create a buzz in the classroom. If mathematical misconceptions are appropriately exposed and sensitively handled, children can begin to successfully restructure their understanding and become more successful mathematicians.</p>	<p>Data from the last twelve months reveals particular strengths in:</p> <p>KS1 SATs 2024: Pupils achieving the expected standard is above national. 79% of pupils reached the expected standard, compared with 70% nationally.</p> <p>KS2 SATs 2024: Pupils achieving the expected standard is significantly above national. 84% of pupils reached the expected standard, compared with 73% nationally.</p> <p>Data from the last twelve months reveals a current focus must be on:</p> <p>Narrowing gap in attainment between boys and girls in KS1.</p> <p>Mathematical thinking in lessons through effective use of manipulatives.</p>