Wylye Valley
Primary School

Love Care Respect

To aspire to being outstanding in everything we do, by always aiming higher.

"Let your light shine in all you say and do."

Matthew 5:16

Maths Passports at Wylye Valley

Intent:

At Wylye Valley, we work hard to ensure children are capable in all areas of mathematics. To assist with learning, we have in place a passport system for the whole school which has a focus on mental understanding and recall. This passport system tracks and tests children's progress throughout their time at Wylye Valley with targets of ever increasing difficulty.

The national curriculum states '*Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas*.' Mathematics is important in everyday life and, with this is mind, the intention for Mathematics at Wylye Valley is to ensure that all pupils become fluent, can reason mathematically and solve problems.
At Wylye Valley, all children are challenged and encouraged to excel in Maths. We teach our children how to make sense of the world around them by developing their ability to calculate, reason and solve problems. We want our children to recognise and understand relationships and patterns in numbers in the world around them. We expect Mathematics to be utilised as a tool beyond the daily Mathematics lessons and beyond the classroom.

Maths Passport targets are taken from the National Curriculum statutory guidelines. They offer opportunities to pre-teach or over-teach some concepts and skills, often returning to previous learning that had been taught in class as part of a previous sequence of learning. Arithmetic and basic skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths.

Implementation:

After the Introduction passport (Codford), all continents have a series of five passports that will progress the children through key knowledge and skills.

Codford – An introduction to the passport system for the reception children. Counting and understanding the formation on the number system to 5.

Europe – Working with numbers from 0-20, the targets have been put together from the Maths Makes Sense Foundation lessons and the Year 1 National Curriculum.

Asia – The targets have been put together from the Year 1 and Year 2 National Curriculum. Times table knowledge is introduced with the 2x table.

Oceania - The targets have been put together from the Year 2 and Year 3 National Curriculum. Times table knowledge is built upon with the 10x, 5x, 3x, 4x and 8x tables.

Africa – The targets have been put together from the Year 3 and Year 4 National Curriculum. Times table knowledge is built upon with the 6x, 9x, 7x, 11x and 12x tables.

South America – The targets have been put together from the Year 4 and Year 5 National Curriculum.

North America – The targets have been put together from the Year 5 and Year 6 National Curriculum.

Globetrotters – These targets are above the National Curriculum statutory targets and are aimed at children working at 'Greater Depth' who have progressed through the Primary school targets.

Children are taught through mixed year groups in 15 minute daily sessions.

Impact:

As a result of our Maths Passports at Wylye Valley, you will see:

- Engaged children who are all challenged.
- Confident children who can talk about Maths and their learning and the links between Mathematical topics.
- Maths Passport sessions that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure all children make good progress.

In order for this to happen, the Mathematics Subject Leader and the Head Teacher will take responsibility for the monitoring of the Mathematics curriculum and the standards achieved by the children. They will monitor these standards at least once every half term. This monitoring of Maths Passports takes the form of:

1. Learning walks by Maths Subject Leader and Head Teacher;
2. Testing of each passport for each child by Head Teacher;
3. Termly data analysis.

Data is collected termly. With this data, the Maths Subject Leader will change the groups and adults as necessary to ensure each adult has a maximum group size that will most benefit the children.