

How can I help with my child's maths?

Each week, your child will sit a times table test. It is imperative they know all their times tables up to 12 x 12 and the related division facts, not only because the government expect all children to know this by the time a child is 9, but because it is a key life skill. Practise at home is the key to success because it is regular rehearsal of these facts in a random order that will secure these facts into the brain. There are lots of games and ideas out there to try!

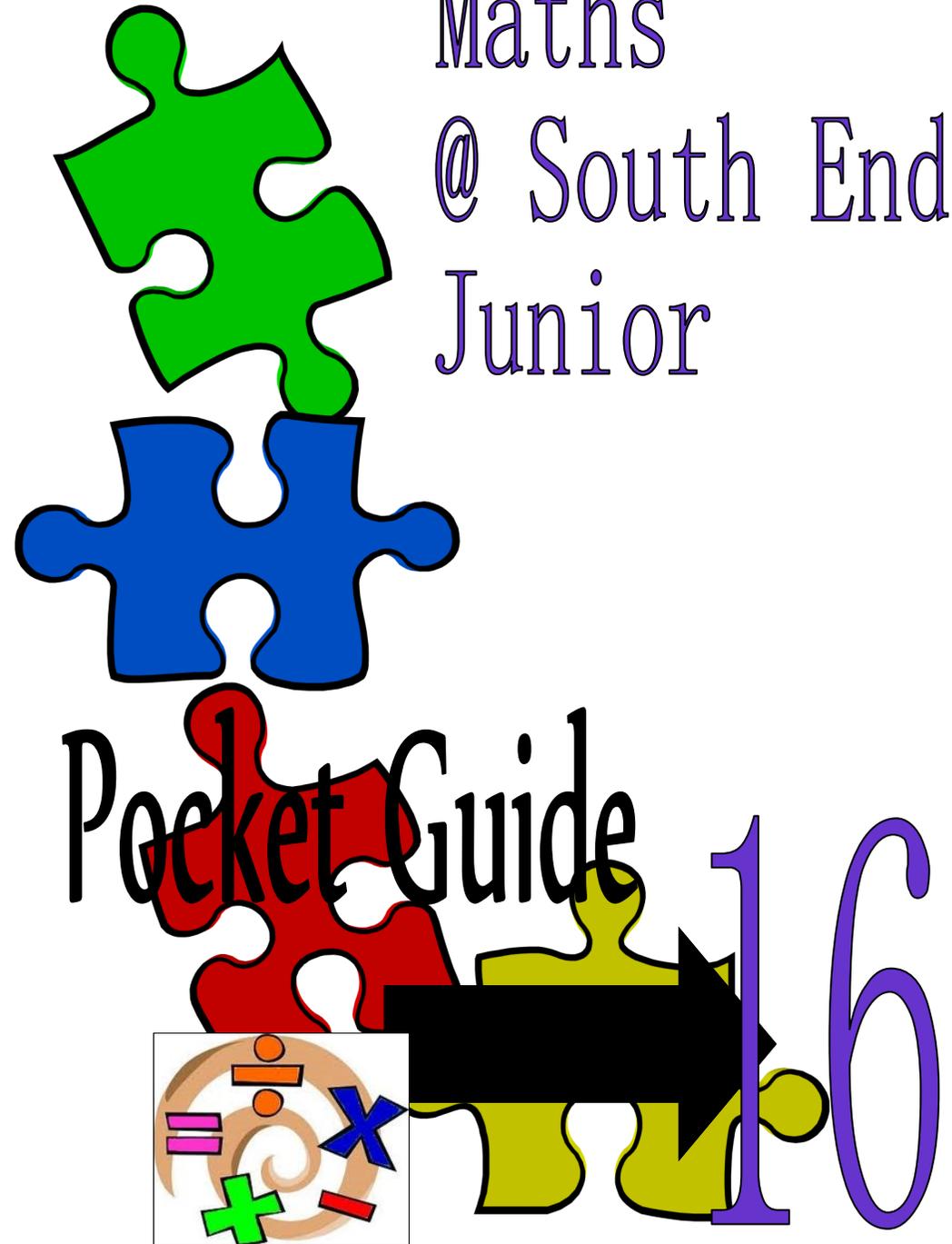
All children will also bring homework home to complete independently but supported by you, as you see necessary. The children who succeed in maths are those that see maths as a life skill and not just a lesson in school, so this is a really important part that we need you to play. Practise telling the time, allow children to spend money and work out the change, get them to help you with the monthly budget. All maths needed in the real world outside of the school's walls.

The formal maths methods are also taught through their time at school and this is accessible to be viewed on the school website, under the maths area and there is a downloadable copy of the maths calculation policy (whole school approach to calculation) suitable for children and adults.

<http://www.southendjunior.com/southend/learning.html>

"Learning is the only thing the mind never exhausts, never fears, and never regrets."
- Leonardo Da Vinci

Maths @ South End Junior



What Is maths like at SEJS?

Maths is taught for a minimum of 1 hour per day, across the school. Children remain in class for their lessons as we believe that children need others to learn from, and to aspire to. We believe talk in maths is just as valuable as the physical act of solving questions.

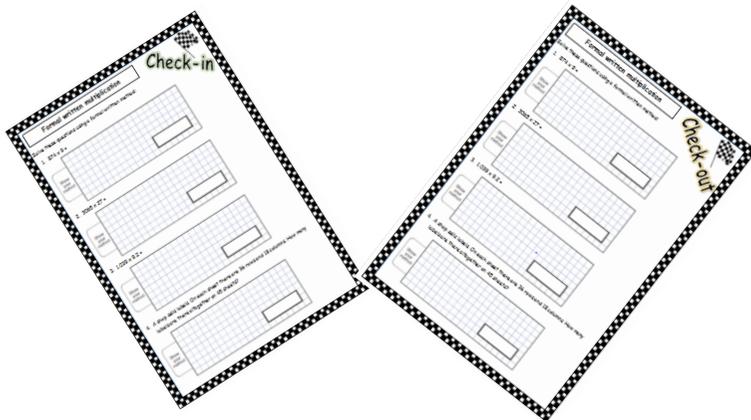


How is maths taught?

At the start of every chapter of maths the children will complete a "Check in". This will allow the teacher to assess exactly what gaps need teaching and the new skills the children are yet to acquire to achieve the year group expectations.

During the chapter, children will take part in a range of activities matched to their level (referred to as differentiation). These levels are: Prime, Advancing and Deep. Children are encouraged to access the level of work that they feel right for them; as the best learners are those that can identify their own areas of strength, and areas for development.

At the end of the chapter, children complete a "check out". This is the same set of questions that the children sat at the start of the chapter. The aim of this is to ensure children have made progress. It will also identify any child that requires extra support during the day to understand the topics covered. This will take place during DRIVE time sessions.



What does maths look like and feel like?

All children are different and therefore learn in different ways, so at SEJS we embrace this. One way of offering these different learning styles is the use of the different learning areas (see the learning environment pocket guide for more information on this). Another way, is the way that maths is delivered in the classroom. Teachers encourage all children to access the maths markets that are found in every learning base.

The maths markets are full of useful, practical resources that the children can access at any point during the lesson to support them. It is also used by the teacher to model ideas and concepts to give the children not only a visual representation but a practical one too!



We are also very keen that children use their maths skills across the curriculum. Maths can be seen taking place in Science with the use of graphical representations, in DT when measuring for construction, in PE when timing speed and measuring length for distances, in History when using timelines and in Geography when scaling on maps. These are just a few examples but with a full curriculum like ours there is far more happening, we just cannot list it all!

Another way children access maths learning is through the use of mathematical investigations. These allow children to really test out their practical skills and their reasoning skills. Being faced with a mathematical task can be daunting for some, but using their collaborative skills alongside their ability to access practical resources they soon create new ways of solving the task set. For example, how would you solve the question: What is the weight of all this sugar?



Calculate the weight of the sugar on the pallet.