

## How can I help with my child's maths?

SEJ use Times Tables Rockstars to support the children with their times tables—a website where children can take part in challenges and improve their timetables recall. Children create their own Rock Hero Avatar and collect coins for practising their tables. These coins can then be spent to personalise their character even more.



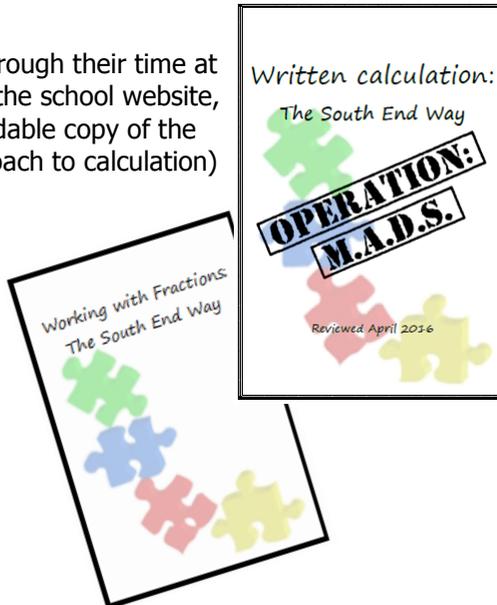
Times Tables Rockstars is fast paced, fun and proven to improve times table recall. It assesses the children and automatically gives the children more of the questions that they are slower at—meaning teachers are able to check the data generated and address gaps.

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. Homework may also be set on the MyMaths website.

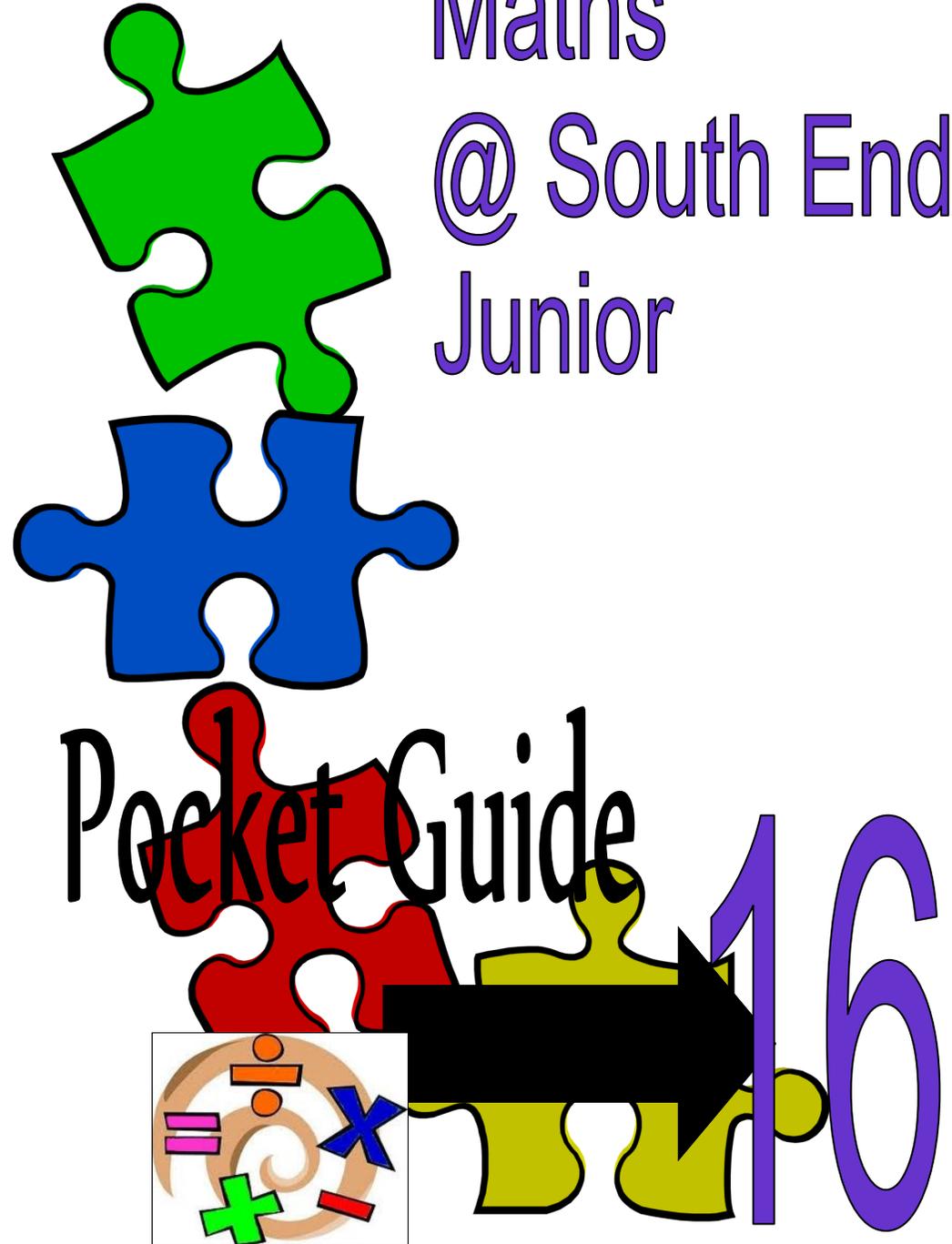
The formal maths methods are also taught through their time at school and this is accessible to be viewed on the school website, under the maths area and there is a downloadable copy of the maths calculation policy—(whole school approach to calculation) suitable for children and adults.

SEJ also have a Working with Fractions policy which outlines the steps for teaching fractions with pictorial examples. This can also be downloaded from the following website:

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

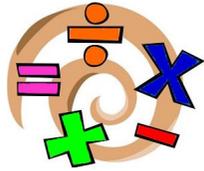


# Maths @ South End Junior



## What is maths like at SEJS?

Maths is taught for a minimum of 1 hour per day, across the school. Children are taught to their personal gaps in learning to ensure they all make progress and learn what they need. We also believe talk in maths is just as valuable as the physical act of solving questions.

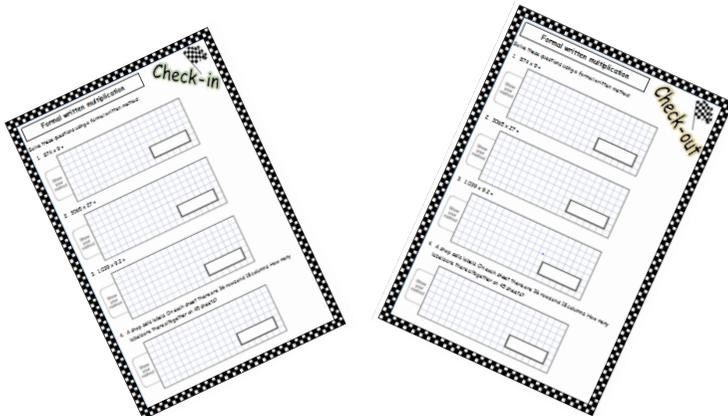


## How is maths taught?

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: Apprentice, Qualified and Master. 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.

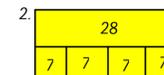
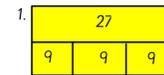
At the end of the chapter, children complete a "check out". This is the same set of questions that the children sat at the start of the chapter. The aim of this is to ensure children have made progress. It will also identify any child that requires extra support during the day to understand the topics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



South End have also started to use Bar Modelling within lessons. Bar modelling is a strategy used by children to visualise mathematical concepts and solve problems. The bar model method is pictorial – children draw bars to represent objects or quantities. The particular power of the bar modelling pictorial approach is that it is applicable across a large number of topics. Once children have the basics of the approach secured, they can easily extend it across many areas. It should be noted that children still



need to have strategies to add, subtract, multiply and divide for them to be able to use bar models. Bar models don't give a child an answer – they give them an understanding of what to do to get to the answer.

At South End Junior School, we have developed our own handbook on how we will use bar models to support your children in Maths and all staff follow this.

We are also very keen that children use their maths skills across the curriculum. Maths may 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. T

Another way children access maths learning is through the use of mathematical investigations. These allow children to really test out their practical, problem solving and 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?