

## Our Marking and Feedback Policy

### Maths Marking Codes

**I** – Independent

**FG** – Focus Group

**O** - Observed

- ✓ Correct
- ✓ c Corrected
- Check Again

**Cover** – Lesson was covered and feedback has been given to class teacher.

## Useful Websites for Parents



<https://www.oxfordowl.co.uk/for-home/advice-for-parents/maths-at-home/>



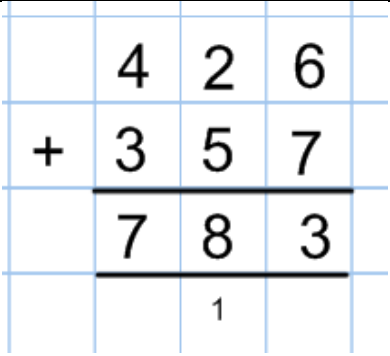
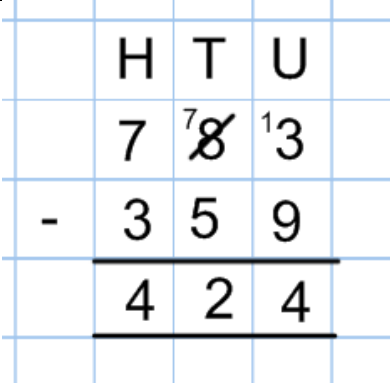
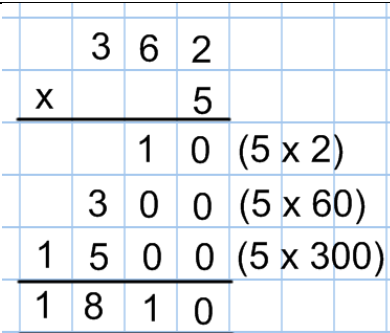
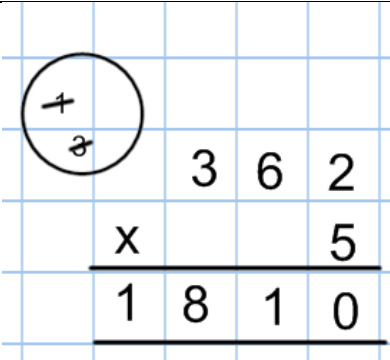
<http://www.familymathstoolkit.org.uk/>

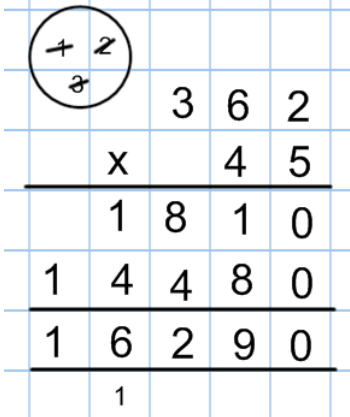
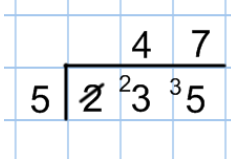
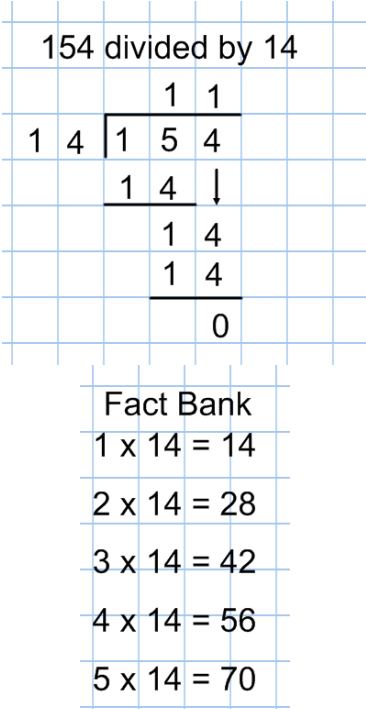


A useful site to clarify Maths vocabulary.

<https://www.mathsisfun.com/definitions/>

## Our Calculation Policy

Column Addition	<ul style="list-style-type: none"> <li>Children are encouraged to use place value headings to begin with to support their understanding (Y2/3).</li> <li>Correct terminology is modelled ie 6 tens add 7 tens – not 6 + 7.</li> <li>Where exchanging is necessary, children record this under the answer box in the relevant column.</li> </ul>	
Column Subtraction	<ul style="list-style-type: none"> <li>Children are encouraged to use place value headings to begin with to support their understanding (Y2/3).</li> <li>Correct terminology is modelled ie 9 tens takeaway 3 tens – not 9 - 3.</li> <li>Where exchanging is necessary, children cross out and replace the digit, and record the value which has been exchanged in the relevant column.</li> </ul>	
Expanded Multiplication	<ul style="list-style-type: none"> <li>Children begin with an expanded method to develop their understanding.</li> </ul>	
Short Multiplication	<ul style="list-style-type: none"> <li>Children record their carried amounts in a “savings pot” to prepare them for numbers becoming more complicated in long multiplication.</li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Long Multiplication</p>	<ul style="list-style-type: none"> <li>Children learn that the when multiplying the tens digit a 0 is used as a place holder because the number that we are multiplying by is ten times bigger.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Short Division</p>	<ul style="list-style-type: none"> <li>Children partition the number and divide each part by the divisor to calculate the answer.</li> <li>When progressing to numbers where the divisor does not go in to the first digit, a 0 is <b>not</b> used.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Long Division</p>	<ul style="list-style-type: none"> <li>Children begin by creating a fact bank.</li> <li>The use the fact bank to subtract.</li> <li>Record on top of the division box as they would with short division.</li> </ul>	<p>154 divided by 14</p>  <p>Fact Bank</p> <p>1 x 14 = 14</p> <p>2 x 14 = 28</p> <p>3 x 14 = 42</p> <p>4 x 14 = 56</p> <p>5 x 14 = 70</p>



To see the Maths curriculum in more detail to see what numbers your child will be expected to work with, there is a useful document online at [https://primarysiteprod.s3.amazonaws.com/uploads/d66d612d6ee34712bc6f6572b0787afb/6edc/Parents\\_Complete\\_Guide.pdf](https://primarysiteprod.s3.amazonaws.com/uploads/d66d612d6ee34712bc6f6572b0787afb/6edc/Parents_Complete_Guide.pdf)

## Ideas for Supporting your Child in Maths at Home

Playing games is a fantastic way to support your child with Maths at home. Most popular family games have some aspect of Maths.

Games	Where is the Maths?
Snakes and Ladders Frustration Ludo	In games like these, your child is counting all the time, working out how many places they need to move forward, what number they need to throw to get and what to avoid.
Scrabble	Any game that involves scoring encourages children to develop quick mental strategies.
Monopoly	Familiarising children with using money and adding/subtracting to make amounts and give change.
Battleships	Supports children in understanding co-ordinates.



<https://topnotchteaching.com/lesson-ideas/fun-math-games/>



<https://www.sowealleyprimary.co.uk/documents/DiceGames-plus.pdf>



Helping with

Homework

## General tips

- **If you don't know something, that's OK.** Try and work out the problem together.
- **Set aside some homework time** Start a homework routine, find a quiet place for your child to work and take away any distractions if possible.
- **With younger children, you could set yourself adult "homework" time.** Do 'homework' yourself e.g. shopping list, checking your phone bill. Show them that you are using the skills they're learning.
- **Rephrase questions** using things that your child is interested in
- **If they're doing well, praise them for effort.** Say "well done, you've worked so hard", rather than calling them "clever" or praising talent. This helps children learn that their abilities can develop as long as they work hard.
- **When they get stuck,** ask them to explain what they've done so far and what they're finding hard. Try and help them work out where they've gone wrong.
- **If the homework is too hard** speak to their teacher.
- **With older children, still show interest** but let them be more independent and figure out problems for themselves.

We encourage a dialogic approach to Maths in school, and you can support this at home by asking your child questions about their Maths.

The use of open questions encourages children to think deeply about a problem.

### Closed questions

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Count these cubes.

A chew costs 3p. A lolly costs 7p.  
What do they cost altogether?

What is  $6 - 4$ ?

### Open questions

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How could we count these cubes?

A chew and a lolly cost 10p altogether. What could each sweet cost?

Tell me two numbers with a difference of 2.

Intervening with questions at different points of a task can both help and deepen understanding.

**Ask children who are getting started with a piece of work:**

- How are you going to tackle this?
- What information do you have? What do you need to find out or do?
- What operation/s are you going to use?
- Will you do it mentally, with pencil and paper, using a number line, with a calculator...? Why?
- What method are you going to use? Why?
- What equipment will you need?
- What questions will you need to ask?
- How are you going to record what you are doing?
- What do you think the answer or result will be? Can you estimate or predict?

**Ask children who are stuck:**

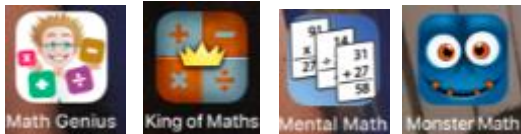
- Can you describe the problem in your own words?
- Can you talk me through what you have done so far?
- What did you do last time? What is different this time?
- Is there something that you already know that might help?
- Could you try it with simpler numbers... fewer numbers... using a number line...?
- What about putting things in order?
- Would a table help, or a picture/diagram/graph?
- Why not make a guess and check if it works?

**Make positive interventions to check progress while children are working, by asking:**

- Can you explain what you have done so far? What else is there to do?
- Why did you decide to use this method or do it this way?
- Can you think of another method that might have worked?
- Could there be a quicker way of doing this?
- What do you mean by...?
- What did you notice when...?
- Why did you decide to organise your results like that?
- Are you beginning to see a pattern or a rule?
- Do you think that this would work with other numbers?
- Have you thought of all the possibilities? How can you be sure?

Useful Apps for Children

The app store is full of Maths games aimed at different ages. Below is just a small selection of free downloadable apps:



The app that we are promoting in school is Times Table Rockstars. This is free for you to download as school has bought the subscription.



Online Games



<https://www.mathplayground.com/games.html>



<https://www.topmarks.co.uk/maths-games>



<http://www.primarygames.com/math.php>