

MathsMeeting Policy

Sept 2024 – Sept 2026

Why do we plan and teach Maths Meetings?

An important aspect of our teaching for mastery approach is the daily timetabled maths meeting. Maths meetings will allow all children to develop a deep understanding of essential mathematical concepts by having regular practise of key skills such as subitising, knowing number bonds off by heart, recognising patterns etc. Maths meetings fill any gaps in pupils' understanding of mental arithmetic, and revise basic skills. They consolidate learning outside of the core maths lesson and provide a fun way for pupils to practise applying their knowledge and skills on a regular basis, helping to continually build on their mastery of key concepts. The goal for maths meetings is to provide crucial additional support for pupils to: support them in areas of the curriculum where they may have forgotten key maths concepts, consolidate learning and help highlight areas where pupils may have any misconceptions, provide extra time in the day for maths and an opportunity to revisit and practise key skills necessary for their mathematical progression.

What is a Maths Meeting?

It is an additional five to fifteen-minute (maximum) whole-class teaching session, involving **all** pupils. It includes singing, actions, the use of manipulatives and pictorial resources, whole class recall and response with some 'handsdown' questioning where any child can be chosen to answer or answer altogether as a class, so all pupils are fully involved. Maths meetings give the teacher opportunities to reinforce and check pupils' growing knowledge of number facts and their number fluency.

How to teach a Maths Meeting

At CBINs we use NCETM Mastering Number teaching presentations and resources to deliver our maths meetings. This is because these teaching materials are high quality and proven to have a significant impact in securing pupils' knowledge and skills of number facts. Children should be engaged at all times, using the correct mathematical vocabulary and provided with the correct equipment where needed. Children should be asked a mixture of open and closed questions, chant key knowledge and sentence stems. Although the content being taught in maths meetings will be repetitive (on purpose), it will vary in how it is presented to pupils to check and deepen their understanding and provide opportunities to revise key concepts.

Each class will have five, 5-15-minute timetabled sessions dedicated to delivering maths meetings over the week. Four of the sessions will be focused on developing number fluency using the NCETM Mastering Number materials. The fifth session can be used to focus on any areas the teacher has identified, through assessment, as needing further support for their class and pupils. This also allows for one session a week to focus on other areas of the maths curriculum that would also benefit from revision, such as identifying names of shapes, money, telling the time and recognising and reading fractions. The fifth session is to be planned and resourced by the class teacher, as they know their pupils' needs and what areas they need to focus on.

All planning overviews and resources to support staff in delivering successful and high-quality maths meetings, are saved on the school work drive in the Maths Meeting folder.

Jessie Rumney

AHT and Maths Subject Leader