

Mathematics

Planning

- Class teachers plan and deliver five hours of maths per week.
- Teachers are to plan small steps of maths using the objectives from White Rose Scheme of Learning.
- Class teachers will use learning walls to demonstrate, scaffold and support the learning for each unit.
- Class teachers will provide clear learning objectives and success criteria for each lesson showing clear succession of steps to achieve the Learning Objective.
- Class teachers will be expected to plan lessons which scaffold and provide challenge for all pupils.
- Lessons should include regular opportunities for challenging problem solving and reasoning based activities.
- Every lesson should begin with a problem or statement to discuss which provides children with opportunities for verbal reasoning.

Basic Skills

- Teachers will teach mathematics basic fluency skills daily.
- The basic skills sessions will be separate from the main lesson and recorded in mental maths book in KS2 or recorded on SeeSaw in EYFS/KS1 where appropriate.
- The pupils will have the opportunity to develop their knowledge and understanding in 6 key skills: Place value, addition, subtraction, multiplication, division and times tables.
- Children will be taught and will revise using the methods outlined in the calculations policy.

Marking and feedback

- Success criteria will be highlighted in pink or green.
- If success criteria is pink, pupils to address this using green pen. Adult support may be required to support consolidations of misconceptions.
- See Saw can also be used to support marking and feedback.
- Level of support given to the children should be made clear through marking in books.

Assessment

- At the end of each term formative assessment must be completed through the use of White Rose Assessments.
- Regular assessment of times table knowledge to be completed through TT Rockstars or paper copies.

Interventions

- Teachers will plan for pupils who require extra support with maths, through instant intervention during the maths lesson or soon after.
- Pupils who are underachieving in Maths will receive extra support for maths through planned group or individual intervention sessions.

Monitoring

The maths leader will monitor curriculum through:

- Regular professional discussions with maths books.
- Pupil voice
- Coaching and lesson participation
- Learning walks