

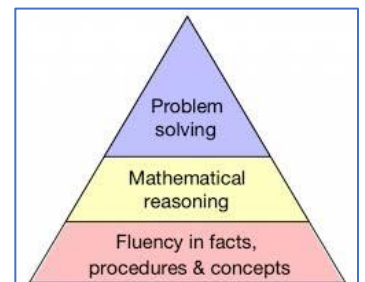
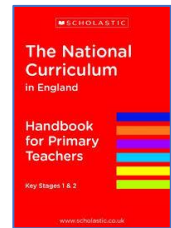


## SOUTH MARSTON CofE PRIMARY SCHOOL

### Mathematics Overview & Non-Negotiables

#### Planning & Teaching

- Teachers use the South Marston Maths Medium Term Plan as a guide. This breaks down overarching units into manageable, broken down objectives. The units and objectives link to the Key Stage 1 and 2 Mathematics National Curriculum. Although we do not explicitly follow or rely on a set scheme, we use Whiterose as a guide and approach to our Maths teaching.
- It is not expected that teachers provide in depth weekly lesson planning. However, evidence of resourcing, preparation of work and learning materials should be evident and saved in the required folder.
- Teachers should use their own professional judgement and skills to effectively deliver the Maths lessons, with reference to materials such as: planning guides, calculation strategies and schemes of work.
- Within the Early Years Foundation Stage (Pre-School and Reception), staff should plan for weekly Maths activities, challenges and provision. The NCETM (Early Years Maths guidance) should be referred to and used. Throughout the academic year, children in the Early Years Foundation Stage should be taught and exposed to: cardinality and counting, comparison, composition, pattern, shape & space and measures.
- Classes should participate in a daily Maths lesson/activity, and where appropriate and possible, this should be evidenced in children's books or folders. If appropriate, this may be a photograph/observation.
- When starting a new unit of work, teachers must ensure they refer back to and consider children's previous learning and existing knowledge (recap and revise).
- As the children are exposed to the necessary content, widen their knowledge and skills, the Practice It! Twist It! Solve It! approach and activities are to be used within Maths lessons. These activities should be clear in children's books. This approach follows the fluency, reasoning and problem-solving approach which all children need exposure and access to.





- Year 4 teachers should regularly carry out mock multiplication check assessments in readiness for the Government multiplication check in June. As part of this process, teachers should update the tracking grid for this assessment. This will enable teachers to address gaps in learning, focus/key children and can be used as an analysis tool.
- As required, teachers are to assess children using assessment documents (e.g – past and practice SATS papers for Years 2 and 6, NFER termly assessment booklets, multiplication checks and arithmetic tests).
- When assessing, teachers are to refer to the ‘working at greater depth’ document, calculation strategies, assessment scores, class work and objectives.
- We are not going to display children’s scores, names or data on grids displayed in the classroom (e.g – a times table ladder).


Year 4 Multiplication Data Tracker	Autumn			Spring		Summer	
	T1	T2	T3	T4	T5	T6	
NAME							
AVERAGE PASS	%	%	%	%	%	%	%

2023 national curriculum tests

**Key stage 2**

**Mathematics**  
Paper 1: arithmetic

Full name: \_\_\_\_\_  
 Centre name: \_\_\_\_\_  
 Last name: \_\_\_\_\_  
 Date of birth: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_  
 School name: \_\_\_\_\_  
 UIC number: \_\_\_\_\_



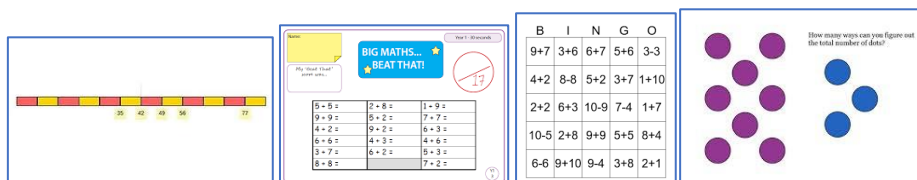
### Starters

Maths lessons should begin with a short, 10-minute starter. The majority of these starters should be: arithmetic, number and place value focussed. Dependent on the style of activity/starter, children may participate in these activities orally, on a worksheet or a whiteboard. Any arithmetic style activities on worksheets should be stored in children’s Maths folders. Teachers should focus on mathematical discussion, recall, fluency and retrieval practice.

Teachers are able to decide the order/scheduling of Maths starters. However, these should be delivered in similar style as seen below:

Monday	Tuesday	Wednesday	Thursday	Friday
Times Tables / Number Bonds	Arithmetic/ Arithmekit	Big Maths Beat That!	Number/Maths Talk	Fluent in 5

Times table Practice activities could include: chanting, bingo, times table songs, times table tests, step counting, counting stick.



### Maths Working Walls

- Each class should have a maths area/display. This should be updated regularly dependent on the unit of work being studied.
- Within the maths area/maths display, teachers could display: times table and number fact posters (relevant to your year group), worked examples, calculation

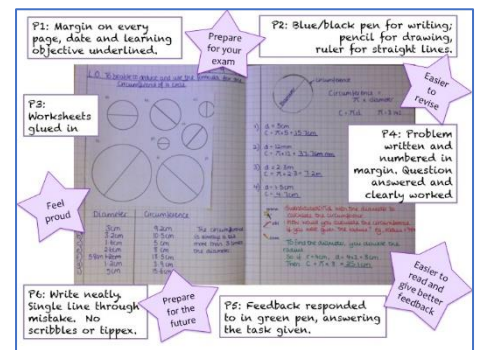
strategies, useful vocabulary (linked to the unit), maths resources (base 10, number fans, hundred squares, numicon, times table grids etc), number line.

- In the EYFS, maths and maths activities should be noticed within the provision (such as number lines and giant numicon stuck up on display, number formation cards, continuous provision maths challenges, maths resources/manipulatives).
- Classes may also choose to display some examples of good quality maths work on display – photocopied from children’s books/photos (to be changed regularly).



### Presentation and Quality of Work

- The short date and LO/title should be written on each piece of work, and underlined using a ruler (stickers may be used for EYFS & KS1).
- Any activity requiring drawing lines (e.g – charts/graphs, number lines) should be drawn using a ruler.
- All maths work should be completed in pencil.
- Any worksheets and photographs should be trimmed and neatly stuck in.
- Children should be taught to write 1 digit per square.
- Staff should insist on age-appropriate, good quality presentation of work (no scribbling out, worksheets falling out of books, dates not underlined etc).
- Next to the LO, teachers should use 1,2 or 3 ticks to assess (emerging/working towards, expected/at or deepening/greater depth).



### Support

- For those children requiring additional support in Mathematics, some of the following strategies should be considered: use of practical resources and manipulatives, working as a guided group with an adult, adapted and scaffolded tasks, use of worked examples and working walls, pre and post teaching in a small group or 1:1, revisiting content.
- Where appropriate, it may be necessary and beneficial for some children to attend and complete specialist catch up programmes and interventions, including the use of the Numberstacks – making sense of numbers intervention.



- If necessary, the Special Educational Needs Coordinator may provide advice and recommend strategies.
- There is a published, in-depth Maths page located on the school website for children and parents to access and refer to. This page contains a wealth of information and documents, including: strategies for learning times tables, access to Maths games and websites, past and practice assessment papers.

### Monitoring & Leadership

- There is a Mathematics Subject Leader who has overall responsibility for coordinating and monitoring Maths within the school.
- The Mathematics Lead will regularly (at least termly) carry out monitoring activities, including: learning walks, book looks and pupil voice/discussions to ensure Maths progress, consistency in teaching approaches and to ensure high standards are maintained.
- The Mathematics Lead will attend CPD, training and networking events with external Maths Specialists/Advisors and The Trust to ensure ongoing CPD, updates and sharing of good practice. This will be shared and cascaded with staff in our school.
- Feedback from monitoring activities will be shared with staff and is expected to be actioned as soon as possible.