

# 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.



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- For assessed year groups and towards the end of long terms (approaching assessments), teachers should consider the use of past and practice SATS and assessment papers/questions for children to answer. It is important that teachers spend time with the children going through these sorts of questions, feeding back and addressing misconceptions.
- Where relevant and time allows, teachers should revisit and review areas of learning. Where possible, manipulatives (such as dienes and numicon) should be used.
- While teaching, quality first teaching and good practice strategies should be used, including the use of: cold calling, discussion, teacher and child talk, scaffolding for those children who require additional support, challenge/extension for those children who are more able, teacher actively 'thinks out loud' and models the problems/examples/how to work something out. What are the patterns? What can you notice? How did I get to that answer? Encourage use of: 'I do' the teacher showing and demonstrating, 'we do' solving the problems and questions together with some support, 'you do' independent work.

#### Marking & Feedback

- All staff should follow the school's current feedback and marking policy.
- Within Maths lessons and activities, staff should actively be providing children with feedback both verbally and written. In the moment feedback/live marking provides children with instant feedback and allows misconceptions and errors to be addressed.
- Where possible, children should allow time to reflect and edit errors in their work by using a purple pen.
- No lengthy comments are required on children's work.
- When marking, teachers should ensure they have indicated whether a child has accessed any scaffolds (e.g – 'worked in a group practically', 'TA supported', 'times table grid used').

#### <u>Assessment</u>

 Teachers should regularly update the school tracking grid. This grid is used as an ongoing and live assessment tracking document, to be updated with teacher judgement and assessment. This grid outlines objectives within the Maths curriculum.





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- 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).

# **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 /	Arithmetic/	Big Maths Beat	Number/Maths	Fluent in 5	
Number Bonds	Arithmekit	That!	Talk		

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

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2023 national of Key sta	arriculum tests	-
Mathe Paper 1:	arithmetic	
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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).



# **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.