The teaching of Mathematics at Lings Primary School – Draft 1

It is vital that we are all clear on what the expectations are for the teaching of Mathematics at Lings Primary School. This document explains our expectations.

Timetabling and arrangements

- Every year group has at least 1 hour and 15 minutes a day spent on Mathematics
- This happens every day for 5 days a week which equates to at least 6 hours and 15 minutes.
- There is only one Maths book and everything will be done within this book.

• If there is a link then the work will be done within the English Books but will be referenced in the Maths books.

Year group	Daily	Creative Connected
Percention	Part of the daily cossions and it is usually led by a staff	They embed Maths through
Reception	member. It fits within their learning journey and is	aventhing they do
	nlanning on a wookly basis	everything they do.
No or 1	plaining off a weekly basis.	
Year 1	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.
Year 2	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.
Year 3	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.
Year 4	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.
Year 5	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.
Year 6	15 minutes - Key skills – counting, times tables, mental	If the Learning Journey links
	arithmetic based on the 4 operations.	to specific Maths skills then
	1 hour - Main maths teaching based on NPAT scheme of	we make this link. If not,
	work – including problem solving.	then we do not force it.

<u>Planning</u>

Teacher to create a mind-map plan (medium-term plan) to show connections and progression through the unit of work.

The medium-term plans need to be given to the subject lead and/or headteacher by the following dates.

- Unit 1 11th September
- Unit 2 6th November
- \circ Unit 3 8th January
- Unit 4 26th February
- o Unit 5 23rd April
- o Unit 6 11th June

All teachers are to use the agreed short-term planning format. Differentiation must meet the needs of the range of abilities within the class. Plans are to be evaluated daily. This should identify those children who need extra support as well as those children who have achieved the objective quickly throughout the lesson. All planning to be on office 365 by Monday morning. This will be monitored by senior leadership and the subject lead.

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Year group	Maths (main teaching) – using the CPA model.	Times tables
Reception	EYFS foundation stage planning.	
Year 1	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	
Year 2	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	
Year 3	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	
Year 4	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	
Year 5	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	
Year 6	NPAT scheme of work	NPAT times tables policy and
	White Rose as a drop-in resource	related resources
	Teaching for mastery (NCETM)	
	Calculation policy	

What assessments do we use?

Year Group	Weekly - TA	End of each unit - TA	Formal assessment
			– Christmas, Easter,
			Summer
Reception			
Year 1	Counting – 1s (forward and backward), 2s, 5s, 10s.	A small number of questions from Wh based on what has been taught in clas carried out in small groups as stand ba	ite Rose assessments ss. These are to be ack activities.
	Recognition of number	(Subject lead to support with finding questions)	
Year 2	Times tables and daily evaluations	A small number of questions based on the unit taught, similar to those in SAT papers. Teacher assessment framework	Sample / 2016 / 2017 SAT papers
Year 3	Times tables and daily evaluations	Sample questions from previous WR. Teacher assessment framework	White Rose PASS tests
Year 4	Times tables and daily evaluations	Sample questions from previous WR. Teacher assessment framework	White Rose PASS tests CATS tests

Year 5	Times tables and daily	Sample questions from previous WR.	White Rose
	evaluations	Teacher assessment framework	PASS tests
Year 6	Times tables and daily	A small number of questions based	Sample / 2016 /
	evaluations	on the unit taught, similar to those	2017 SAT papers
		in SAT papers. Teacher assessment	PASS tests
		framework	CATS tests

• Teacher assessment framework – a sheet for every child in all year groups.

• Evidence to be kept for 2 x children at greater depth (1 boy and 1 girl), 2 x children at expected (1 boy and 1 girl), 1 child working towards and 1 SEN.

• These should be updated for each data drop (see dates). Teachers are to highlight each statement when they are certain a child is secure in it. These should then be used to inform your planning.

• These assessments will be based in Maths files that can be made available at all times.

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When?	What happens?	Who is involved?
Weekly	Monitoring of planning on Office 365 and feedback,	Subject leader and SLT.
	challenge, help and support is provided.	
Weekly	Staff have to complete an evaluation of how the week has	Subject leader and SLT.
	gone in the boxes on the planning sheet.	
Fortnightly	Maths meeting to look at any issues and monitor what is	Subject leader and
	happening within classes.	Headteacher.
Half termly	Book scrutiny.	Subject leader.
Termly	Book scrutiny and observations. This will alternate	Subject leader and SLT.
	between observations one half term and drop ins the	
	next.	
Termly	Year group action plan and updating the plan.	All staff. Subject leader
		and SLT to check.
Termly	Assessment drop sessions. Access to SIMS data, KI class	Subject leader and SLT.
	and Ki visual.	
Termly	Whole school moderation of the 6 key children. The focus	All staff. Subject leader
	will change based on areas for development.	and SLT to check.
Yearly	SIP and SEF will be created with an individual Maths	Subject leader and SLT.
	development plan.	

Monitoring and Evaluation

Next steps

- Put all relevant documents in to Office 365 so that everyone can access them.
- Purchase new resources to go with our current scheme of work.
- Staff need to get their folders ready.
- Maths development plan to be created.
- Year group development plans.