



# St Uny Church of England Academy

## Teaching & Learning Principles: Maths



### Mission Statement:

*We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.*

*'Let your light shine before others...'*

*Matthew 5:16*

### Maths Expectations:

- Each pupil has access to one hour of high-quality wave 1 Maths provision each day, five days per week.
- Morning work: 8.45 – 9.00. There needs to be a fluency challenge ready for the children to support them in consolidating skills which have already been taught. These need to be self-marked or peer marked where possible, checked by teacher to tackle misconceptions.
- In KS2 a five-minute 'Rock Star Table' challenge is to be completed in order to support fluency and pace. This needs to take place 3 times a week. In KS1 this must happen twice a week.
- 'Muddled Maths' to be completed half termly as an independent problem-solving challenge and link back to the half term of Maths learning.

### COLD TASKS:

These should only be used when appropriate for the group of children that you have. There is no expectation that a COLD TASK is part of a lesson, if you decide to use a COLD TASK they must be completed and marked within 10 minutes.

COLD TASKS can either be used:

- At the end of a week as a pre-assessment for learners' starting points for the following week (preparing for a new Maths topic).
- To assess current understanding in fluency, identifying those pupils who have already mastered the fluency and can move on to reasoning / those who require fluency support.

### Maths Lesson TLPs:

- Each Maths lesson must have a clear WALT (and WILFs if necessary) and learners must be able to explain this.
- New vocabulary must be shared and displayed on working wall for learners to access.
- Fluency strategies to be built using small steps and modelled clearly by the class teacher, at an appropriate but rapid pace.
- Teachers must provide appropriate resources to support concrete, pictorial and abstract support depending on individual needs.
- Teachers need to ensure pupils have enough time to complete **fluency, reasoning and problem-solving** challenges within a lesson and are set off as soon as appropriate.

- When a pupil has demonstrated they have mastered the fluency skill within a lesson independently, they should be moved straight on to reasoning and problem solving (this can be as a result of a COLD TASK).
- Live marking and feedback must be part of all successful Maths lessons, misconceptions should be tackled within the lesson.

### **Lesson Organisation:**

It is not an expectation that lessons are delivered using a PowerPoint. However, teachers must have planned a lesson structure which includes:

- Small steps
- Fluency
- Reasoning
- Problem solving

At all levels, pupils must have access to these steps within a lesson and access to appropriate resources.

### **SEN Provision:**

- All pupils with ILPs must have Maths challenges set at the correct pitch in line with their targets.