



# 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 class has 80 minutes of maths provision each day, five days a week.
- The session is divided into 3 sections as below.

30 minutes	<p>Spiral review questions These are based on prior teaching to check knowledge and skills. There are three strands to our review sessions.</p> <ol style="list-style-type: none"><li>1. Number facts, which for KS1 is number bonds and patterns and for KS2 is times tables based.</li><li>2. Arithmetic procedures and skills.</li><li>3. White Rose Flashback 4 comprising 4 varied questions on the wider maths curriculum.</li></ol>
50 minutes	<p>We follow the White Rose blocked planning, teaching new skills and knowledge in small steps. Independent work each day gives children a variety of questions that include fluency, reasoning and problem solving questions.</p>

- Assessment during the lesson should be ongoing. Teachers and support staff should circulate and provide feedback and check for understanding, help children to access learning in the moment, and support them to use manipulatives and refer to help around the classroom in order to be successful.

### 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.
- Live marking and feedback must be part of all successful Maths lessons, misconceptions should be tackled within the lesson.

- Spiral review questions and related intervention work should be recorded in a separate light blue maths book.
- The main maths lesson and related intervention work should be recorded in the royal blue maths books.
- Adults should mark and provide feedback in green pen.
- Any self or peer marking completed by children should be in pencil.

### **Lesson Organisation:**

It is not an expectation that lessons are delivered using the White Rose 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.

### **SEND Provision:**

- All pupils with ILPs must have Maths challenges set at the correct pitch in line with their targets.
- Teachers can use the first 15 minutes of a lesson, when the class is completing spiral review questions, to pre-teach groups of children, re teach calculation skills or complete ILP targets with children.

### **Working Walls and Resources**

Working walls should include:

- An age-appropriate number line
- Examples of current learning including vocabulary with definitions
- Work by children where appropriate and/or useful to learning
- Useful number facts e.g. number bonds, 100 square, multiplication square etc.
- The St Uny SHINE challenge sheet that enables children to tackle the skill at greater depth.

Manipulatives should be readily available to all children, and children should be instructed in how to use them to help them solve tricky calculations.