



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.

15 minutes	Spiral review questions based on calculation skills and prior knowledge.
50 minutes	A differentiated teacher-delivered whole class lesson following the Rising Star long term curriculum plan.
15 minutes	Intervention session based on marking of spiral review questions or ongoing assessment that has taken place throughout the lesson. This session could be taken by support staff, but the class teacher should lead this at least twice a week. Children not taking part in the intervention session should be completing a depth task based on the daily maths lesson.

- Assessment during the lesson should be ongoing. Teachers and support staff should circulate and provide feedback and check for understanding, making a list of children who would benefit from the intervention session at the end of the lesson.

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 or teacher assessment).
- 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 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.
- 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.
- The daily intervention session at the end of the lesson can be used to practice ILP targets or as a pre teach or re teach session.

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.

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