



CAWTHORNE'S ENDOWED PRIMARY SCHOOL
National Curriculum **SUBJECT GUIDANCE** for
MATHEMATICS 2020-2021

PLANNING for DELIVERY

Teachers should plan for a daily mathematics lesson of 45 minutes in KS1 and, where possible, an hour in KS2. In EYFS teachers should plan for a small group activity and then follow-on activities in Continuous Provision.

Learning objectives for KS1 and KS2 must be sourced from the **White Rose Maths website**.

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/>

Where appropriate, the following year groups will be taught together:

Years 1 & 2

Years 3 & 4

Years 5 & 6

The mixed age overviews link the vast majority of objectives together so that children can be taught within these groupings.

Learning objectives for EYFS should be sourced from Development Matters. This can be found on the staff shared drive.

Planning must be considered in advance of teaching (how long in advance is to each teacher's discretion). Planning, however, must be reflective of Assessment for Learning.

When teaching written methods, teachers should refer to the written calculations policies on the staff shared drive to ensure that children are being taught calculations in a progressive manner.

Lessons will usually be structured as follows:

Part 1	Starter activities which will be linked to previous learning.
Part 2	Pre-teaching of a specific skill.
Part 3	Main part of the lesson
Part 4	Plenary

Teachers may decide to start a lesson by reviewing work from a previous lesson. Each lesson should include an element of using and applying. Teachers should plan to move children onto applying their skills as soon as they have mastered a skill. The "Reasoning and Problem Solving" sections of the White Rose materials are useful in providing the correct pitch for this.

PROGRESSION and DIFFERENTIATION

A “**White Rose Mixed Age Progression**” document is available on the school’s website. This document shows each strand of mathematics separated into individual aspects to support teachers with planning by identifying:

- age related expectations
- precursor skills
- subsequent learning

‘Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’

National Curriculum 2014

This document is useful for staff so that they know where children have come from and how to support them if they are not immediately grasping a concept.

CHALLENGING THE HIGHER ABILITY

Able mathematicians should be given regular opportunities to think in detail about lots of stimulating mathematical challenges. Higher achievers should be completing ‘greater depth’ work as swiftly as possible and must not be held back by being asked to complete work set for the majority. More-able children should be offered a mixture of questions which yield a definite answer or conclusion along with more open investigative problems. Children should be given opportunity to explain their understanding and justify their answers.

DISPLAY

Each classroom should have the following on display;

- 100 square
- Number line
- Appropriate mathematical vocabulary to the topic
- Four rules vocabulary
- Place value chart (Key Stage 2)
- Times tables

ASSESSMENT for LEARNING and Assessment of Learning

Teachers are constantly assessing children through questioning and through marking their work. All staff will use an **s** to indicate where children has completed work with **support**. It is presumed that all other work will have been completed independently. All of this will be used to inform support within the lesson, as well as future planning of work and the next steps in learning.

Termly assessment (a combination of teacher assessment and formal assessments) will be undertaken, in order to monitor progress and set targets for the remainder of the year. This information is tracked by the Headteacher.

- To ensure children have access to mastery level work, staff follow guidance from White Rose and other suitable materials. (These provide useful questions that can be asked to assess whether a child is working confidently within the ‘expected’ standard or within the ‘greater depth’ standard).
- The school has also purchased termly PUMA tests for each year group to inform teacher judgements.
- Statutory assessment in Years 2 and 6 will take place in accordance with national timetables.