



**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**.

[www.whiterosemaths.com](http://www.whiterosemaths.com)

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

Years 1 & 2

Year 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 Early Years documentation. 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:**

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

Teachers will start a lesson by reviewing work from previous lessons through Flashback 4 tasks. 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

An updated “**White Rose Mixed Age Progression**” document will be available on the school’s website on completion. 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 used by staff to know where children have come from and how to support them if they are not immediately grasping a concept, therefore ensuring appropriate progression.

## CHALLENGING THE HIGHER ABILITY

Able mathematicians should be given regular opportunities to think in detail about lots of stimulating mathematical challenges. The expectation is that higher achievers should be completing ‘greater depth’ reasoning and problem-solving work in the majority of lessons. Children should be given opportunity to explain their understanding and justify their answers.

## SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance to their needs. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly/ by topic to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome. In mathematics, when needed children have access to/are supported with manipulatives and pictorial representations. Children work at ability levels rather than age related expectations allowing for personalised learning.

## 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)

## ASSESSMENT for LEARNING and Assessment of Learning

Teachers are constantly assessing children through questioning and through marking their work. Where children need extra support in their understanding of specific concepts, staff will provide same day interventions where possible. 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.