

Maths non-negotiables (KS1 and KS2)

Structure:

- Maths lessons begin with a flashback 4 to revisit prior learning. This can be written or on whiteboards in order to assess understanding and for teachers to plan to revisit any areas needing support.
- Children are taught the small steps as outlined in White Rose V3.
- Year groups are taught separately to match the small steps in V3, which all link to the 'Ready to Progress' criteria.
- If blocks have consolidation periods, teachers use their assessment to fit in revision lessons or recap/extend previous objectives. This can be done at the end of the block or within the block (providing time allows).
- At the end of each block, children complete the end of unit 'A' assessment.
- Teachers use the White Rose assessment tracker to identify which children are requiring additional support.
- Mastering number is delivered to reception, year 4 and year 5 for 10-15 minutes daily. This work is done and assessed on whiteboards and verbally.

Marking:

- Maths books are marked in accordance with the marking policy. Two ticks by the learning objective for achieved and one tick for partially achieved.
- A teacher may write a question for children to check or go back and retry in green pen.
- The objectives are then assessed on curriculum maestro.
- Should children require extra intervention or support, this is evidenced in their books under that day's work using green pen.
- A 'challenge' stamp is used to show which children have reached the challenge questions and are potentially working at greater depth for that objective.

Presentation:

- Short date and objective are written at the top of the page and underlined clearly using rulers.
- Children do not need to begin a new page each lesson and can use a ruler to line off and use the space in their books.
- One number per square
- Children clearly write the question number on the left of the page
- Children leave a one-line gap after each question so presentation is clear.
- If a question involves drawing lines (e.g tables or the column method), rulers are used

Resources and learning:

- **Visual Aids and Manipulatives:** Use of concrete representations, visual aids, and manipulatives should be integrated into presentations and during independent tasks to facilitate understanding and provide tangible experiences of mathematical concepts.
- **ICT Integration:** Where appropriate, the use of interactive whiteboards, educational software, and digital resources should be incorporated to enhance presentations and engage pupils.

- **Mathematics Environment:** The classroom environment should reflect a maths-rich setting, displaying relevant displays, resources, and learning aids to support the presentation of mathematical concepts and promote mathematical thinking.

<u>Timings</u>	<u>YG 1</u>	<u>YG 2</u>
10.50-11.05	Flashback/get ready	Mastering number
11.05-11.25	New learning	Complete independent task from yesterday
11.25-11.30	<i>Teacher check/live mark</i>	<i>Teacher check/live mark</i>
11.30-11.55	Independent task	New learning
11.55-12.00	<i>Teacher check/live mark</i>	Write date and LO ready for tomorrow

<u>Timings</u>	<u>YG 1</u>	<u>YG 2</u>
10.50-11.00	Date, LO, flashback/get ready	Mastering number
11.00-11.15	New learning	Date, LO, flashback, get ready
11.15-11.30	Independent task	New learning
11.30-11.55	Independent task whilst teacher live marks	Independent task whilst teacher live marks
11.55-12.00	Plenary for both year groups	Plenary for both year groups