

The teaching of Mathematics at Lings Primary School – Draft 1

It is vital that we are all clear on what the expectations are for the teaching of Mathematics at Lings Primary School. This document explains our expectations.

Timetabling and arrangements

- Every year group has at least 1 hour and 15 minutes a day spent on Mathematics
- This happens every day for 5 days a week which equates to at least 6 hours and 15 minutes.
- There is only one Maths book and everything will be done within this book.
- If there is a link then the work will be done within the English Books but will be referenced in the Maths books.

Year group	Daily	Creative Connected Curriculum
Reception	Part of the daily sessions and it is usually led by a staff member. It fits within their learning journey and is planning on a weekly basis.	They embed Maths through everything they do.
Year 1	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.
Year 2	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.
Year 3	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.
Year 4	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.
Year 5	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.
Year 6	15 minutes - Key skills – counting, times tables, mental arithmetic based on the 4 operations. 1 hour - Main maths teaching based on NPAT scheme of work – including problem solving.	If the Learning Journey links to specific Maths skills then we make this link. If not, then we do not force it.

Planning

Teacher to create a mind-map plan (medium-term plan) to show connections and progression through the unit of work.

The medium-term plans need to be given to the subject lead and/or headteacher by the following dates.

- Unit 1 – 11th September
- Unit 2 – 6th November
- Unit 3 – 8th January
- Unit 4 – 26th February
- Unit 5 – 23rd April
- Unit 6 – 11th June

All teachers are to use the agreed short-term planning format. Differentiation must meet the needs of the range of abilities within the class. Plans are to be evaluated daily. This should identify those children who need extra support as well as those children who have achieved the objective quickly throughout the lesson. All planning to be on office 365 by Monday morning. This will be monitored by senior leadership and the subject lead.

Where do we plan from?

Year group	Maths (main teaching) – using the CPA model.	Times tables
Reception	EYFS foundation stage planning.	
Year 1	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources
Year 2	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources
Year 3	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources
Year 4	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources
Year 5	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources
Year 6	NPAT scheme of work White Rose as a drop-in resource Teaching for mastery (NCETM) Calculation policy	NPAT times tables policy and related resources

What assessments do we use?

Year Group	Weekly - TA	End of each unit - TA	Formal assessment – Christmas, Easter, Summer
Reception			
Year 1	Counting – 1s (forward and backward), 2s, 5s, 10s. Recognition of number	A small number of questions from White Rose assessments based on what has been taught in class. These are to be carried out in small groups as stand back activities. (Subject lead to support with finding questions)	
Year 2	Times tables and daily evaluations	A small number of questions based on the unit taught, similar to those in SAT papers. Teacher assessment framework	Sample / 2016 / 2017 SAT papers
Year 3	Times tables and daily evaluations	Sample questions from previous WR. Teacher assessment framework	White Rose PASS tests
Year 4	Times tables and daily evaluations	Sample questions from previous WR. Teacher assessment framework	White Rose PASS tests CATS tests

Year 5	Times tables and daily evaluations	Sample questions from previous WR. Teacher assessment framework	White Rose PASS tests
Year 6	Times tables and daily evaluations	A small number of questions based on the unit taught, similar to those in SAT papers. Teacher assessment framework	Sample / 2016 / 2017 SAT papers PASS tests CATS tests

- Teacher assessment framework – a sheet for every child in all year groups.
- Evidence to be kept for 2 x children at greater depth (1 boy and 1 girl), 2 x children at expected (1 boy and 1 girl), 1 child working towards and 1 SEN.
- These should be updated for each data drop (see dates). Teachers are to highlight each statement when they are certain a child is secure in it. These should then be used to inform your planning.
- These assessments will be based in Maths files that can be made available at all times.

Monitoring and Evaluation

When?	What happens?	Who is involved?
Weekly	Monitoring of planning on Office 365 and feedback, challenge, help and support is provided.	Subject leader and SLT.
Weekly	Staff have to complete an evaluation of how the week has gone in the boxes on the planning sheet.	Subject leader and SLT.
Fortnightly	Maths meeting to look at any issues and monitor what is happening within classes.	Subject leader and Headteacher.
Half termly	Book scrutiny.	Subject leader.
Termly	Book scrutiny and observations. This will alternate between observations one half term and drop ins the next.	Subject leader and SLT.
Termly	Year group action plan and updating the plan.	All staff. Subject leader and SLT to check.
Termly	Assessment drop sessions. Access to SIMS data, KI class and Ki visual.	Subject leader and SLT.
Termly	Whole school moderation of the 6 key children. The focus will change based on areas for development.	All staff. Subject leader and SLT to check.
Yearly	SIP and SEF will be created with an individual Maths development plan.	Subject leader and SLT.

Next steps

- Put all relevant documents in to Office 365 so that everyone can access them.
- Purchase new resources to go with our current scheme of work.
- Staff need to get their folders ready.
- Maths development plan to be created.
- Year group development plans.