



# What does the teaching of Maths look like in this school?

### Context:

Maths lessons at Stanwick Primary are segmented in to four main parts using the White Rose Maths scheme as its foundation. We aim to develop the understanding and fluency across each concept taught whilst providing elements of mastery to deepen the knowledge of the pupils.

Pupils identified as struggling during a lesson will have an intervention session completed with them following the lesson to support their progression on to the next point in the sequence of lessons. Any pupils identified for further support will also have interventions completed with them during each term, providing regular practise of arithmetic skills, revision of previous topics taught and pre-teaching of new concepts and vocabulary.

Children who have been assessed as working significantly below their year group's level are taught outside of the classroom in separate lessons in order to provide tailored and suitable teaching at the level they are working at. This follows the same structure as lessons happening across the school, and their progress is monitored using pre- and post-assessments, which ensures they are receiving teaching at the appropriate standard.

### To develop deep knowledge across maths we will:

- ❖ Secure firm foundations of good number sense using the Mastering Number programme in Years R to 2.
- ❖ Secure a good understanding of the structure of multiplication using the Mastering Number programme in Years 4 and 5.
- ❖ Provide regular retrieval practice from previous year groups and terms using 'Flashback 4s' in Years 3 to 6.
- ❖ Teach and practice arithmetic skills routinely in Years 4 to 6.
- ❖ Provide regular times tables rehearsal and recall practice in Years 2 to 6.
- ❖ Provide a lesson structure to enhance reasoning opportunities for all children.

### Lesson Structure

The four main parts are taught each lesson to the pupils to promote the use of their prior knowledge, deliver new learning, discuss and share ideas with their peers and show their independent knowledge. Every lesson in Years 1 to 6 includes a **Review**, a **Focus Question**, **Practice Questions** and then **Independent Questions**. The first three sections are completed on the whiteboard side (left-hand side) and the Independent Questions on the right-hand side. A whole 'lesson' may be completed across more than one day, as teachers are reactive to the understanding of the class and may require more time to work through certain parts of the lesson.

### **Review**

Teachers start their lesson with a 'review' which requires the children to recap skills, either from previous lessons in that unit, or previous year groups that they will use in the upcoming lesson. The links between these questions and the content of the upcoming lesson are made explicit to the children.

### **Focus Question**

The focus here is on using prior learning moving into the new learning of the lesson. Within this section, the pupils discuss and critique the different ideas, looking at the most effective ways to respond to different

stories given. Teachers will draw upon ideas from across the class, purposefully addressing misconceptions as well as effective strategies.

### **Practice Questions**

Following small step teaching, pupils have the chance to practice answering some questions to apply what they have learnt. This is done with their peers and with support from adults in the classroom as appropriate. Adults will circulate the room to identify those children struggling and to inform small step teaching in the next part of the lesson. At this stage of the lesson, the use of manipulatives and exploring practically may replace the recording of questions in books.

### **Independent Questions**

Following further small step teaching, children have the opportunity to answer questions independently. These follow a similar structure to the Practice Questions. This work is marked in the most depth and is used by teachers to assess success for that lesson. At this stage of the lesson, the use of manipulatives and exploring practically may replace the recording of questions in books.

### **Blue Box Challenges**

Pupils will have blue boxes relating to a range of different opportunities that can deepen their knowledge across the topic they are working on. Throughout the lesson the pupils have opportunities to complete these where appropriate. There is a framework of challenges that teachers and pupils can draw upon if needed, or they may be pre-prepared questions specifically related to the lesson's objective.

### **To support our development of maths we will:**

#### **Encourage Pupil Marking**

As much as possible, pupils will self-mark their work in blue pen and are encouraged to polish their work by having another look and attempting the question again, either independently if appropriate or with support if needed. This provides instant feedback to the children.

#### **Provide Feedback**

Teachers will mark each pupil book in line with the maths marking policy and identify pupils requiring further intervention. Books are marked each lesson in order to intervene effectively prior to the following lesson where possible. If incorrect answers are found, these are indicated to the pupils through a pink highlight of the question and to be attempted again at the beginning of the next lesson or with the support of an adult beforehand.

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