



Our Lady's Catholic Primary : Maths Teaching and Learning Policy

Coverage and Expectations

We follow our Maths Mastery Flow which is linked to White Rose Maths. Maths is taught every day. Lessons are planned from the White Rose Scheme of Learning 3.0

Vocabulary / Oracy and Language development

Vocabulary linked to each unit to be used and displayed in the classroom. Teachers will model the use of correct Maths Vocabulary within lessons . During Maths lessons children will be given the opportunity to discuss and share ideas with their peers and with the teacher. New vocabulary and language will be discussed and explained as part of the teaching.

Planning Expectations and Links

Long term, medium term and short-term planning documents are all saved and shared centrally via share point on BGFL. Planning will need to be reviewed and adjusted to ensure it meets the needs of your class. Sticker Templates are on Sharepoint.

Maths planning

Schemes of Work available on White Rose using login and password (Provided to teachers)

Lesson Structure

Every Maths lesson begins with Flashback 4. Flashback 4 is used to recap objectives already taught. Flashback 4 is structured as below:



Practical resources to be used to support learning.

Environment

Every classroom will have a maths working wall with the following:

- Key Vocabulary
- Different representations
- Shared/Modelled examples
- Strategies modelled
- Mastery Model



Assessment and Feedback

At the beginning of each unit, a unit marker with the objectives will be stuck in to the book. These are on sharepoint. At the end of each unit, children will be assessed using the White Rose End of Unit Assessment. Children will complete arithmetic(On Sharepoint) tests every week to support fluency of the four operations. Every Term children will be assessed using White Rose End of Term Assessments. Live marking takes place each lesson. Where a child has answered

Presentation of work

Highest standards of presentation is expected in all Maths lessons and work. The Short date will be recorded for each lesson and LO sheet will be used for the start of the small steps. A margin is to be drawn using a ruler. Maths sticker stuck on the left hand side of the page to allow working out.

Resources

Resources to be used to support learning. Each classroom has a range of resources available. Additional resources available in the Maths Cupboard.

Outcomes

Representing: Outcome of representing is that pupils have a deep conceptual understanding of a learning objective and not just the method, rule or fact by making connections with prior learning contextualized within the bigger picture.



Fluency: Outcome of fluency questions is that pupils can independently and directly answer routine and familiar questions



Probing: out of probing is that pupils can independently prove their conceptual understanding



Solving: A. Outcomes of solving is that pupils can use their conceptual understanding and prior learning to answer questions in less familiar context.
B. Pupils can devise their own approach to explore unfamiliar contexts and reflect on their response



Top Tips

This is the time to populate your working wall with examples, models, representations and questions.

Many teachers prefer to have more questions than they require in case pupils initially make an error or to allow each small step to be assessed

If pupils know the answer but can't reason or justify, refer back to how the teacher explained it in the representing stage

The outcome of this section is teachers are very confident that pupils can answer the most challenging of questions regarding this concept.
B. It is ok for pupils to not complete this section. There is significant value in pupils coming back to a problem after some time