

OUR LADY OF LOURDES CATHOLIC PRIMARY & NURSERY SCHOOL



School Subject Guidance for **Mathematics** (2021/22)

Subject Leader: Mrs Alison Townley

Planning Documents

'Key Learning in Maths' outlines the objectives for '**Number**' (including place value, calculations, fractions, decimals and percentages) and '**Geometry**' (including properties of shape, position and direction), **Measurement, Statistics** and in Year 6 only **Algebra and Ratio & Proportion**'.

All teachers should plan **sequences of learning** using Lancashire's Learning and Progression Steps (LAPS).

LAPs are progressive steps which support learning towards the end of year expectations (as found in the overarching **Key Learning in Maths** document). The Maths LAPS document is colour coded to ensure that concepts are taught and revisited as a spiral.

- **Orange (including the end of previous year expectation) are the steps in learning for the autumn term.**
- **Green are the steps in learning for the spring term.**
- **Yellow are the steps in learning for the summer term and incorporate the end of year expectations**

The Lancashire Termly Plans cover all the requirements of the National Curriculum.

Mixed-age classes plan using the 'higher' year's planning in years 5 and 6, the largest age group number in year 2/ 3/ 4, which is year 3, and in N / Rec/ Y1, year 1 and differentiate or challenge accordingly.

To ensure curriculum coverage for the 'lower' year group, teachers should use:

- 'Tracking Back and Forward through the Curriculum' guidance outlined on each unit's overview
- the recovery curriculum for Covid (essential skills)
- the school calculations policy.

Look at and consider the mixed age planning overviews for Years 2/3 & 4 and Years 5 & 6.

Objectives should be taught to the whole class where possible, however it may be occasionally necessary to 'group' year groups where objectives do not match.

Planning, **MUST** be reflective of Assessment for Learning.

Focussed maths Time.

As part of the school's improvement plan teachers felt it was necessary to improve fluency and reasoning within mathematics. To do this a focused maths time has been implemented throughout KS1 and KS2.

It is at the discretion of staff, which occurs each day. But all tasks are to be completed. This should include:

	<u>Focused Maths Task</u>
<u>Day One</u>	Modelled Problem Solving
<u>Day Two</u>	Maths Mat (Twinkl)
<u>Day Three</u>	Analysis/Feedback of Maths Mat
<u>Day Fo</u>	Maths Badge

Lessons should, in most instances, be structured as follows:

<u>Starter Activity</u> (see separate plan)	5/10 minutes
<u>Quality First Teaching</u> Reasoning 'Hook' Teaching and learning activities	Teacher talk (10 mins) Activities (30 minutes)
<u>Plenary</u> Challenge	5/10 minutes

Starters are to include:

	<u>Starters</u>
<u>Day One</u>	Counting/Place Value
<u>Day Two</u>	Objective previous week
<u>Day Three</u>	Prior Learning Investigation for the next week's teaching
<u>Day Four</u>	Identification of Misconceptions

Lessons MUST include:

"models and images best suited to explain, explore and demonstrate what you want the children to learn".

When planning requires the teaching of a written method teachers MUST reference the school's [Written Calculations policy](#).

Resources

A variety of resource documents are available to support teachers in their planning of

Focused Maths Tasks and Maths Lessons:

Lancashire Planning CD and Resources

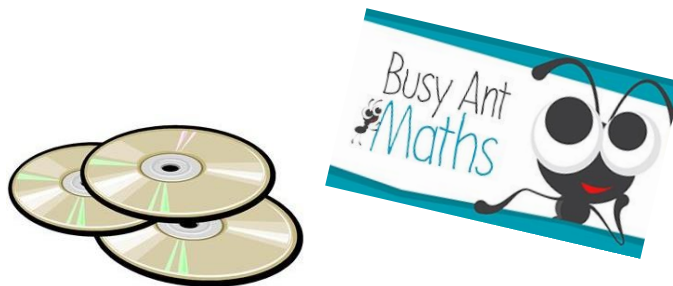
Busy Ants (Collins)

Maths Mats (Twinkl)

CGP Ten-Minute Tests

White Rose maths

ITPs (Maths CD)



Display

Each classroom should have the following on display:

- 100 square
- Number lines (age-appropriate)
- Appropriate mathematical vocabulary to the topic
- Four rules vocabulary
- Place value chart (Key Stage 2)
- Times tables
- Working Walls (examples of WAGOLL's) or visual prompts



Assessment for Learning & Record Keeping



It is important that **Marking** is completed promptly so that misconceptions can be identified – this is most effective **verbally** in the classroom. This then needs to be followed up with '**Conference Marking**'. **But, to be effective this must** relate to that day's learning.

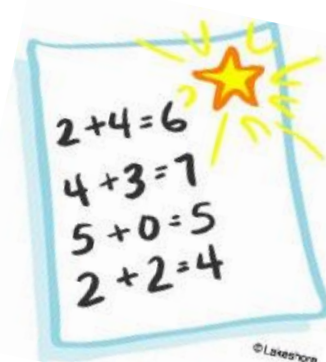
Children will continue to self-assess using the traffic light system as an indicator of how well they feel that they have done.

Arithmetic papers are to be completed weekly (up to 30 minutes) from Y2 onwards, these must be marked, analysed and misconceptions identified for the starters the following week.

It is essential that teachers maintain a record of attainment against Key Learning, using marking ladders.

Assessments are to be completed termly in December, April and July and recorded electronically on iTrack Primary.

Statutory assessment in **Years 2, 4 and 6** will take place in accordance with national timetables.



Written by: Mrs Alison Townley/ Mrs Liz Kendall

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