Maths at Lawn

Intent Statement

Microsoft Word Document

Implementation: Scheme

All lessons should be planned using the WR premium resources and follow the small steps (unless it is a 'recap' step and the teacher deems that the children already have strong grasp of the step).

Implementation: Planning

- Planning should take the form of slides that follow the lesson structure.
- WR maths teaching slides maybe adapted to suit the school's lesson structure. Additional questions will need to be added to shared practice slides so children have adequate practice.
- All slides, individual task ands additional challenges should be put on TEAMS so that they are accessible.
- Individual work should include variety questions (between 3-8) from WR maths and can be supplemented by I see maths materials.

Intent: Links

Maths is linked to various other subjects, such as history, geography and science, where children analyse real-life data, D&T and art, where children apply their knowledge of units of measurements.
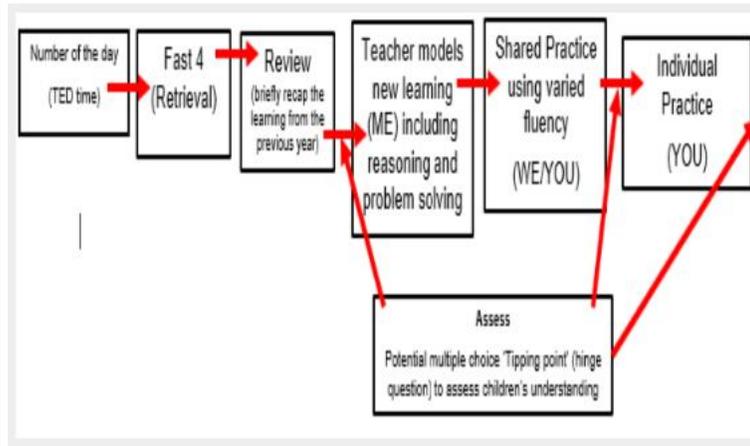
Furthermore, children take part in annual STEM day where they apply that mathematical knowledge to global citizenship problem.

Implementation: Resources

WR is our main resource for questions, how this scheme can be supplemented by the following resources. Furthermore, concrete materials, such as base 10, counters, cubes, and rekenrek to support and deepen children's understanding.

Implementation: Lesson Sequence

Number of the day (TED time) → Fast 4 (Retrieval) → Review (briefly recap the learning from the previous year) → Teacher models new learning (ME) including reasoning and problem solving → Shared Practice using varied fluency (WE/YOU) → Individual Practice (YOU)

Assess
Potential multiple choice 'Tipping point' (hinge question) to assess children's understanding

Implementation: T & L / Pedagogies

Modelling
Teachers should explicitly model any new learning using various question with the teacher acting as the expert. This should be followed by a period of shared practice where children work in pairs. The teacher should act as the facilitator during this phase. Finally, when the teacher feels the children are at a level of adequate competency, the children should have a period of individual practice, where teacher support/assessed via live marking.

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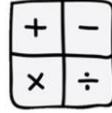
Implementation: Environment
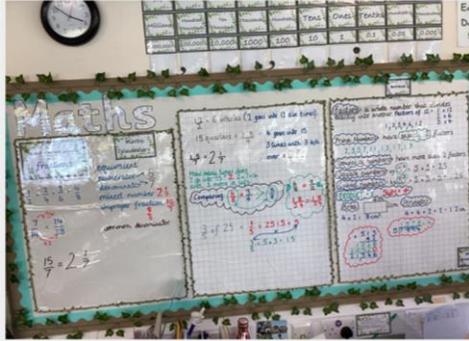
Maths displays should take the form of working walls that are updated weekly. The working walls should include the following:

➢ Key vocabulary for the unit
➢ Methods being taught that week
➢ Examples of reasoning questions
➢ Challenge of the week

Implementation: Feedback

Feedback should follow the TED feedback.
It should take the form of responsive live feedback (done within the lesson) and be mainly verbal.
Teacher's should take advantage of exit tickets provide specific personalised feedback.

Implementation: How Groups are Supported (SEND, GDS, PP, disadvantaged, EAL)

SEND

All children, except for children who are WBS, should work on the same step and work. Differentiation should be in the form of support – with less able children be given more concrete and pictorial examples by the teacher and TA.
All children should have access to key fact maths mats to lessen potential cognitive overload.
WBS children should be working on the steps from year groups below and will be supported in this by a TA and the WR maths videos. WBS children should also be part of maths interventions (first class at number) to facilitate them in reducing the gap between themselves and their peers. Children who are assessed at WBS will then assessed using Bsquared assessment resource.

GDS

➢ All children should have the opportunity to reason and problem solve.
➢ Children challenged using increasingly complex and mathematically rich problems. They should not just be given bigger numbers or the year above's work.

Implementation: Response to Covid

We used the prioritisation documents provided by the NCETM to identify key objectives that we repeated in the summer term of 2021 to minimise any lost learning. In addition to this, we do a daily spacing retrieval activity called fast 4 to help the children remember previous objectives.

Impact: Evidencing

Y2-Y6
Evidencing should be done on Showbie through the children writing their answers on the questions. All working out should by completed in the child's maths book (journal)

FS2-Y1
Evidence should come from the teacher's (FS2 mainly)capturing learning moments via Showbie . In Y1, initially evidencing with follow the FS2 way but with the aim that evidencing progressively moves towards a child-led approach through the year.

Impact: Assessment

Summative – NTS assessment AUT/SPR/SUM terms.

AfL – Tipping point (hinge question), exit tickets, live marking using TED feedback policy.

Shine – gap analysis assessment which will be trialled by year 6 in autumn'22

Impact: Monitoring

Monitoring will take place termly through book looks, planning looks, lesson observations, pupil voice and a staff questionnaire. Feedback from this monitoring will be written and verbal

In addition, the maths lead will analyse the assessment data termly. The data analysis will then feed into pupil progress meetings with individual teachers.