



## Maths at North Walsall Primary Academy

### Maths in EYFS

Within EYFS, children learn to recognise, write and model numbers, they learn to count and order numbers and basic sums. Children begin to write numbers and sums, which can be built upon as they develop. Within the EYFS, the White Rose scheme is followed to ensure skills are developed in the correct order and skills are progressive.

### Maths in KS1 and KS2

#### Lesson Structure - Monday - Thursday

- 30 minutes of arithmetic
- 60 minutes Maths lesson

#### Arithmetic

On a Monday, children are given a page of an arithmetic test (found on testbase). They have 10 minutes to complete this independently. Teachers then go through the answers and children mark their work. On a Tuesday and Wednesday, misconceptions from the test are taught and addressed. This work is to be done in the back of Maths' books and arithmetic tests are stuck into the back of the book. Thursdays are for multiplication practice (99 club, multiplication songs etc). The arithmetic test is then redone on a Friday so progress can be identified. Work in the back of the book should have a date and title (LO is not needed).

#### Main Lesson

At NWPA, we follow the White Rose scheme. This shows the order in which Mathematics should be taught in as this allows for progression throughout Maths. By following the White Rose scheme, all elements of the Maths' curriculum will be covered throughout the year.

At the start of the unit, children will complete a 'cold task' to assess what the children already know about the unit. At the end of the unit, the children will complete their 'challenge'. This is something they have worked towards

throughout the unit and they can apply their learning to answer. This could be similar to the cold task so progress across the unit can be identified.

Every lesson will include 4 activities: intro task, fluency, reasoning and problem solving. These activities relate to the day's learning objective. Children can then complete the activity they feel confident and able at. Children can complete more than one activity.

### Friday - carousel lesson

Carousel lessons provide children an opportunity to apply their learning from the week to new situations. In this lesson 4 activities are set up for the children to complete. These activities could be practical, test style questions or computer activities.

### Presentation

The short date is written on the second line, with the date written in Roman Numerals underneath (from Year 3 onwards). Both dates are then underlined. A new page is started every day. Margins are to be drawn on every page (in the front and back of the book) and should be 2 squares from the edge of the page. Under the date, the steps of success are to be stuck in. All Maths work should be done in pencil and lines for sums - such as addition - should be drawn with a ruler. Children should only put one digit in a box and operations should have their own box. Mistakes should be neatly crossed out once with a ruler. Any work sheets should be cut to size and folded to save space.

### Marking

All work should be marked. Steps of success need to be highlighted (pink if step has been completed and green for next step). Under the LO, there should be a mark: LO tick is the LO has been achieved, LO dash is the child is on the way to achieving the LO and LO question mark if the LO hasn't been achieved. The support the child has received will also be put here (T, TA, I and P). Work in Maths should be in depth marked, with a green pen question, once a week. Verbal feedback can be given and a V code can be used to indicate this has happened. Children can mark each other's work and the teacher can write 'peer marked'. Arithmetic work in the back of the book, just needs lightly marking.

### Working Wall

The cold task and challenge should be displayed on the Working wall. All the vocabulary, examples and elements needed for the children to complete the unit

need to be displayed on the working wall. The maths' target should be on the working wall (on blue paper). This is what the children are working towards.

### Assessment

In KS1 and KS2, formal assessments should be completed termly (Christmas, Easter and Summer). White Rose assessments need to be completed and then RAGed so gaps can be identified. In Year 6, assessments will be completed half termly to prepare children for SATs and to quickly identify gaps in learning.

DCPro will be used to track learning within Maths. When an objective is taught, teachers will need to assess and record if children are at the covered stage, entering, developing, secure or mastering stage. This needs to be regularly updated and can be used to inform teacher assessments.