

# Larkrise Snapshot: MATHS



<p><b>Curriculum</b></p>	<p><u>National Curriculum</u>: ‘pupils should make rich connections across mather develop <b>fluency</b>, mathematical <b>reasoning</b> and competence in increasingly sophisticated <b>problem solving</b>’. Developing these three strands underpins all maths teaching.</p> <ul style="list-style-type: none"> <li>• KS1&amp;2 use <a href="#">White Rose Maths Hub</a> to support planning and coverage. The most up-to-date overviews and plans for each year group are accessible on the shared drive and in the PPA room pigeonholes – please copy and replace as needed.</li> <li>• White Rose ‘Concrete-Pictorial-Abstract’ progression in calculations and our calculation policy support teaching methods for the four operations – children in class may be at different stages</li> <li>• Third Space documents ‘Back to School Maths’ may be useful for gap analysis at the beginning of the year and help ascertain how long may need to be spent on each unit of learning.</li> </ul> <p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• ‘On The Boil’ document per year group for pitch &amp; expectation and suggested resources for daily reinforcement of mental maths skills– starters, games, quizzes, transitions. This is more effective than weekly arithmetic lesson.</li> <li>• Third Space ‘Fluent in Five’ documents are also useful to keep mental maths ‘on the boil’.</li> <li>• ‘Teaching Children to Calculate Mentally’ document with useful strategies for all yr groups</li> </ul> <p>Teachers should use assessment for learning and professional judgement to plan as necessary for the needs of their class, using other resources to complement, in addition to those detailed above:</p> <ul style="list-style-type: none"> <li>- <a href="https://nrich.maths.org">https://nrich.maths.org</a> – search by topic and age range; problems, games, articles</li> <li>- <a href="http://www.iseemaths.com">www.iseemaths.com</a> – problems, games, free visual resources to download</li> <li>- <a href="http://www.ncetm.org.uk">www.ncetm.org.uk</a> – great reasoning resources,</li> <li>- <a href="http://www.whiterosemathshub.co.uk/problemoftheday">www.whiterosemathshub.co.uk/problemoftheday</a> – KS1/2, range of topics</li> </ul>
<p><b>Learning Environment</b></p>	<p>White Rose supports <u>Concrete-Pictorial-Abstract</u> (CPA) approach to progression in learning:</p> <ul style="list-style-type: none"> <li>• Appropriate concrete resources available &amp; used by all children in <b>all</b> year groups.</li> <li>• Lesson-specific concrete resources to support modelling and explanations, by teachers.</li> <li>• Resources organised, labelled and easily accessible to all children and adults.</li> </ul> <p><b>Display</b></p> <ul style="list-style-type: none"> <li>• Ongoing year-group specific resources visible/readily available to children on wall/tables e.g. numberline, 100 squares, Place Value charts, number bonds, times tables, fraction wall</li> <li>• Up-to-date Maths Working Wall/Washing Line with current examples, models, topic language, resources, strategies, reasoning/problem solving challenges etc to support independence. N.B. MUST be visible to children from across classroom!</li> </ul>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Some year-group specific resources in classrooms.</li> <li>• Shared, whole-school resources stored centrally. Take whole box and return when finished.</li> <li>• White Rose documents and the calculation policy give exemplification of how best to use resources to support C-P-A progression in learning.</li> <li>• Whole-school subscription to <a href="#">Times Table Rockstars</a> to be used in school and at home.</li> <li>• TTRS display and ‘most-improved’ celebrations weekly in assembly/newsletter</li> <li>• Subject Coordinator display exemplifying progression in maths from YR-Y6</li> </ul>
<p><b>Assessment &amp; Feedback</b></p> <p>(see relevant snapshots/policies for more detail)</p>	<ul style="list-style-type: none"> <li>• On-going assessment in every lesson in the form of questioning, probing ideas and asking children to explain/show ‘how they know’ builds a picture of each child’s understanding</li> <li>• Timely feedback in-lesson or as soon as possible after from adults is the most valuable tool for helping children to progress. This may be verbal or written (refer to feedback snapshot).</li> <li>• Within the lesson wherever possible, verbal or written feedback should address misconceptions and/or extend children’s thinking</li> <li>• PUMA (Y1-Y6) tests used at three points throughout the year give standardised score</li> <li>• Sandwell Test may be useful for younger children with significant difficulties in numeracy</li> <li>• White Rose end of unit snapshot assessments may be useful.</li> </ul>