



The only way
to learn
mathematics
is to do
mathematics.
PAUL HALLAM'S

Non Negotiables for Maths at St Marys

- Children in the EYFS are taught the Early Learning Goals for Mathematics from the 'Statutory framework for the Early Years Foundation Stage.' Planning for this must come from the Lancashire Maths Team's documents.
- Years 1, 2, 3, 4 and 5, 6 are following the White Rose Mastery scheme and must follow the curriculum overviews and the objectives within the scheme (as per their website.)
- Children to access the white rose activity sheets as they build in challenge, problem, solving and lots of examples of the manipulatives that we are using.
- GD children to regularly be given a clearly labelled greater depth task that must be labelled Greater Depth. (See NRich activities.)
- Staff to use the mental calculations policy to plan for additional fluency sessions outside the maths lesson to allow for deeper learning of key skills and facts.
- TA staff must be actively involved in all inputs supporting identified children.
- All Staff to have access to the updated written and mental calculation policies and ensure that all children are taught the same strategies and methods within their maths lessons to allow for progression throughout school.
- Children should engage in daily counting activities in KS1 to develop their numerical fluency.
- Maths activities should always be available in continuous provision within the Class One environment.
- To help further numerical fluency, develop problem solving and reasoning skills you could use Testbase, Times tables rockstars, NRich and White Rose problems and puzzles.
- Place a high priority on children working mentally where possible and encourage them to do so before resorting to formal written methods.
- Children are to be assessed daily throughout the maths lesson through observation, questioning and any written jottings. This should identify individuals who need further practice or guidance. Use this information to plan next steps and highlights gaps in learning.
- Children in Years 1 to 6 to complete the white rose learning checks at the end of each unit of work as well as an end of term white rose assessment. This can be read to pupils or completed in a small group if required.
- All children's assessments and mental maths/fluency work to be kept in a separate maths folder.
- Children in Key Stage 1 and 2 will sit statutory SAT tests during the summer term, booster groups to be identified prior through formal assessments and class based assessments.
- SEND children. - Using a range of LAPS, written and mental calculations to set objectives for targeted intervention.
- It is acceptable to use the white rose sheets alongside jottings in their maths books to support answering questions. Jottings should be set out in a way that allows the children to work systematically without error.
- Importance is placed on marking and immediate feedback in the moment when working with KS1 children who may struggle to read written feedback.
- Working walls are to contain key vocabulary, examples and sentence openers to use in maths to explain their answers.

