



Maths on a Page

Brookfield Primary School

Maths Non-Negotiables



Working Wall:

- Key vocabulary, RAG rated, linked to the current area of learning (vocabulary taken from the Rising Stars Mathematical Vocabulary booklet)
- Examples of methods - concrete, pictorial and abstract linked to the current area of learning (using WRMH examples where possible)
- Positive Norms
- Sentence openers or stem sentences where appropriate (using the WRMH examples)
- Language linked to all four operations
- TTRS display for Year 2 to Year 6

If there is space...

- Links to previous learning for the children to refer back to
- 100 square (where necessary)
- Multiplication grid-up to 12 x 12 (where necessary)

Books:

- Short date written and underlined in the top left-hand corner of the page
- Learning objective either written in (and underlined) or heading left on WRMH questions
- Followed by the '6 in 6' or similar (appropriate to class) marked by children in green pen-either ticked (if correct) or dotted (if incorrect)
- Evidence of fluency, reasoning and problem solving from WRMH, with regular opportunities for the children to work in their books
- Evidence of practical activities (through the use of photographs), particularly for EYFS and KS1
- Evidence of mid-lesson challenge
- Work marked, in black pen by an adult-a tick if it's correct, a dot if it's incorrect
- Evidence of green pen corrections that are then ticked, in black pen, by an adult and have a 'c' to indicate a correction or a dot if corrected incorrectly

Homework:

- Maths to be available on the termly 'Homework Menus'
- Year 1 to Year 6 children expected to use TTRS regularly
- Weekly/fortnightly maths homework to be used to embed learning from class

Assessment:

- Previous years end of unit WRMH to be completed prior to each block to inform planning (where possible)
- End of unit WRMH assessment to be completed at the end of each block
- Puma assessments 3 x yearly for tracking progress
- Ongoing teacher assessment of daily work and trying to pick up misunderstandings before next day-same day interventions

Maths Lesson Design



'6 in 6' or similar to revisit prior learning

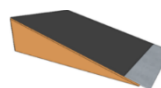
Teacher input using WRMH PPT's and 'Walk Thrus' prompts

Mid-lesson challenge

Live marking throughout and same day intervention as required

Reflection of Learning

- Quality first teaching
- CPA approach
- Modelled examples
- Conceptual variation
- Practical resources
- Small steps (mastery approach)
- Pre-teaching of key concepts
- Visual aids (such as fraction walls and times tables mats)
- Interventions to address misconceptions



- Key vocabulary explained and added to working wall which is then RAG rated
- Talk partners
- Targeted questioning
- Mathematical thinking time
- Mixed attainment seating
- Interactive strategies (e.g. whiteboards)
- Give a 'set time' for completing work

Cognition and learning	Communication and Language
SEMH	Sensory and physical

Be the best you can be!