



ST AIDAN'S R C PRIMARY SCHOOL

MATHEMATICS LESSON EXPECTATIONS SEPTEMBER 2024

This policy sets out the expectation of all teachers in creating and developing the use of lesson slides in daily Mathematics lessons. These expectations have been developed through careful review and design of our curriculum. St Aidan's aspiration for all its pupils will only be achieved if these components are delivered consistently by all staff.

What we do:	Why we do it:	How we do it:
Basic Skills Sessions	To ensure prior knowledge is not forgotten, particularly in areas which are taught and revisited less frequently such as shape and measure. This also improves pupils' ability to recall the basics more rapidly which enables the child to apply knowledge and understanding to problem solving reasoning questions with more ease.	Basic Skills sessions occur throughout KS2, twice a week, from 8:45-9:05. These sessions are used to RECAP previous knowledge including areas of the curriculum such as measure and geometry. Basic skills sessions include one supported weekly skills check and one which focusses on gaps identified during lessons/arithmetic tests.
Rising Stars Interventions	To avoid barriers to future learning, we aim to close gaps identified in formal assessment and ensure knowledge is fully embedded before moving on to new learning.	Pupils complete termly formal assessment and teachers use assessment data to identify gaps in learning. A timetable is then created to allow Teaching assistants time to carry out interventions (using resources from Rising Stars) in the afternoons.
Weekly Arithmetic Test	To ensure prior knowledge is not forgotten and improve children's ability to rapidly recall the basic skills, promoting arithmetical proficiency.	Weekly arithmetic tests completed every Friday in KS1 and KS2.
Maths Lesson/Slides		
Four a day starter activity must be included at the beginning of maths lessons and occur at least three times per week.	To ensure knowledge is embedded, it is essential to continuously RECAP prior knowledge. This supports teachers in their assessment and closing of gaps in learning.	Four-a-day is completed at the start of every lesson and takes ten minutes in total. Questions include recap of last year's knowledge, this year's knowledge and very recently learnt knowledge.
A small focused amount of key vocabulary is displayed on lesson slides as appropriate to	Children must be taught correct mathematical vocabulary explicitly within their lessons so that they are Mathematically literate and	Key Vocabulary is taken from the Maths Dictionary. A small amount of key vocabulary is introduced in

the lesson being taught rather than the Unit being taught.	fully understand the concepts being communicated.	context and as appropriate to each lesson in the unit.
Stem sentences and sentence starters are added to particular slides where their use will focus the learning and support understanding and reasoning skills. -	Children's responses should be in full sentences in order to deepen and demonstrate understanding . Teachers will be able to assess pupils' understanding more accurately. It will also support the understanding of other children in the class. Regular and consistent expectation of this will ensure that all children become fluent and confident with this strategy.	Slides and Flipcharts used in lessons will contain stem sentences for the children to use in their individual responses where appropriate. Resources such as NCETM/ White Rose will be used to identify them and support with planning their effective use and implementation.
Slides will contain opportunities to develop reasoning and problem solving in each lesson.	Pupils have the opportunity to apply knowledge to reasoning activities. Children are able to take ownership of learning and communicate their reasoning clearly. Children also have the opportunity to demonstrate greater depth in their understanding. Teachers use these activities to assess pupils' ability to use the knowledge they have learned and apply it in different contexts.	Editable R and P Problems are carefully selected to provide children with the opportunity to apply new knowledge appropriate to the small step or unit of work being taught. This should not be left to the end of the lesson and children of all abilities must have opportunities to practise these skills.
Manipulatives will be added to relevant slides to enable clear modelling alongside those used by the children. These will be used alongside a prompt which evidences their use in the lesson.	Studies have shown that students using manipulatives in specific mathematical subjects are more likely to achieve success than students who don't have the opportunity to work with manipulatives. Handling and manipulating objects will aid and enhance children's understanding of different maths concepts. Therefore, concrete materials allow them to visualise and understand the maths which allows them to make sense of what is actually happening .	Age appropriate and relevant manipulatives will be selected from the range available for each particular Key Stage and Year Group. Manipulatives will be selected carefully in order to expose the representations and structures of the Unit of work currently being taught. Children will also have the opportunity to select their own manipulatives at times when this is needed and appropriate.
EYFS		
In our FS we develop children's number sense through a structure of shared Maths games and a curriculum based on the White Rose and the NCETM Mastering Number programme. We actively use the environment and plan carefully for opportunities for Mathematics to be explored and contextualised. Children leave Reception class with a deeper understandings of number, shape and measures and are well equipped to continue their Mathematical journey in KS1.		