MATHS EXPECTATIONS - October 2024	
Focus	*How often and how?*

Mental Maths
 	
(Daily session at 8:45am *in addition to Maths lesson.* Where agreed, this may take place after lunch to allow time for Phonics or morning carousels)
	• Children should have daily opportunities, discrete from Maths lessons, to learn counting and number fact recall, to help build their <u>fluency</u> skills. These sessions should be taught and systematic.
	• Teaching staff should know the National Curriculum statutory requirements for the years immediately above and below, as well as for their own year group.
	• Examples of mental maths activities should include:
	    o **Counting** – forwards and backwards from different starting numbers; count across tens/hundreds/decimal boundaries; include counting in negative numbers, decimals, fractions.
	    o **Times Tables** – Yr1: counting in steps. Yr2-6: multiplications and inverse divisions. Practise previously learned tables. Extend to understanding of fractions e.g. $1/7^{th}$ x 35 = 5 because 35 divided by 7 = 5.
	    o **Number Bonds** – yes to 5, 10, 20, 100, but also challenge to 7, 17, 70, 0.7, etc., including related subtractions
	    o **Mental Calculations and Problem Solving** – e.g. missing numbers, pictorial problems.

Times Tables + Practice / Tests	• Statutory requirement of Times Tables by Year: **Year 1**: count in multiples of twos, fives and tens **Year 2**: count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Multiplication and division facts for the 2, 5 and 10 multiplication tables – *these must be taught and learned explicitly and not just as 'counting in steps'.* **Year 3**: count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables – *these must be taught and learned explicitly and not just as 'counting in steps'.* **Year 4** (consolidate in **Year 5 and 6**): count in multiples of 6, 7, 9, 25 and 1000. Recall multiplication and division facts for multiplication tables up to 12 × 12 – *these must be taught and learned explicitly and not just as 'counting in steps'.*
Times Tables Rock Stars / NumBots	• At least 1x weekly in school and encourage 2x weekly at home. • Children to be rewarded for participation in Celebration Assemblies. • Children to have logins to take home, as well as to access at school.
Lesson Plans	• <u>Long term plan:</u> should be based on White Rose Scheme of Work, showing name and length of all units to be taught each term, over the course of the whole year (e.g. *Autumn Term 1, Weeks 1-2: Place Value*). A Shape, Space & Measure thread should run concurrently or alternately. • <u>Medium term plan:</u> should be based on White Rose Scheme of Work latest version and link directly to units shown in long-term plan. • <u>Daily Lesson Plans:</u> lessons should reflect teacher input; adaptation (including Challenge for Greater Depth, appropriate tasks for SEN); adult support; any additional resources to be used.
Lesson content and delivery	• Lessons and independent activities should be in accordance with White Rose Scheme of Work and offer opportunities for children to practise and develop their **fluency, problem-solving and reasoning** skills. See also '2024-25 CCPS - Maths Policy' and '2024-25 CCPS - Calculation Policy'

	• Children should be introduced to new concepts using the **concrete, pictorial, abstract** approach to the learning of mathematics. See also '2024-25 CCPS - Calculation Policy'
Marking and Feedback	• Marking should be timely (during the lesson whenever possible) and meaningful; feedback should refer directly to the L.O. Children are not expected to copy L.O. into their books on a daily basis, but should be able to articulate their learning focus each week. • It is not expected that every book is marked every day: for example, if a general misconception has been identified during marking, it can be addressed as a whole class teaching input the next lesson. • Feedback will sometimes offer children further challenges or ask them to reflect on their learning. This is a good opportunity for them to practise and develop their <u>reasoning</u> skills (e.g. *How do you know you're right?* or *Where did you go wrong?*) Responses to be recorded in books as appropriate. • Children should be given time to correct their work and respond to teacher comments in red, on a regular basis where appropriate. • Marking should indicate any adult support given.

Targeted Children	• Teachers and support staff should have a clear understanding of which children are working below and above the expected level, and should address these needs with targeted support.
	   o Classroom practice will have evidence of 'Universal Offer' being consistently used and benefiting all children, including adaptation for children with SEND.
	   o 'Targeted' group support in class to accelerate the progress of identified group of children.
	   o Lunchtime / Afterschool Maths clubs delivered 'Targeted' support to specific, identified children to accelerate their progress to EXS in Maths.
	   o 'Specialised' 1-to-1 support in class providing personalised curriculum for children with SEND where appropriate.
	
	• Assessment data, via INSIGHT, should be used to identify children who have gaps in specific areas of Maths. Targeted intervention to then be delivered by Teachers/TAs as reasonable.

Classroom Displays and Resources	• Children should be able to access <u>key vocabulary,</u> relevant to the unit being taught, on display around the classroom. They should also be able to follow displayed resources as modelled examples of calculation and problem-solving, as well as to aid fluency. • All children (particularly those with SEND) should have necessary resources available on their tables to support their understanding of whole class teaching and to enable them to work independently (e.g. number line, hundred square, times tables square) • Manipulatives ('concrete' apparatus) should be available **in all classes**, wherever appropriate, for children to represent and manipulate numbers and concepts physically.
Reasoning & Problem Solving	• There should be explicit opportunities for regular Reasoning & Problem Solving tasks within lessons, both as part of taught concepts modelled by the Teacher, and in independent / group work completed by children. • Evidence of Reasoning & Problem Solving work must be shown in books.

Home Learning	- Homework should include learning / practising number facts (see above) and the expectation that children participate in NumBots / TT Rock Stars (see above) regularly at home. - Any written Maths homework should be taken from the White Rose 'Homework Booklets' and be relevant to taught L.Os and adapted in order to support current learning in class. - Home Learning should be able to be completed independently by children with minimal assistance from parents - it should reflect your class adaptation with a challenge for Greater Depth children.