


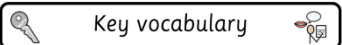


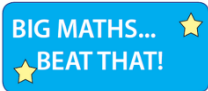


One page summary:

Maths at St Margaret's Primary 25-26

Flashback 4	A quadrant labelled 'last lesson, last week, last month, last term'. Reduces the forgetting curve by revisiting previous learning. The children say "We are practising remembering so that our learning lasts longer". At least once a week, this is printed and in books. Every other time is on mini-whiteboards.
Learning review 	Using the Ready to Progress criteria, begin each lesson with learning from the previous years and previous lessons. This ensures learning is coherent and sequential and accessible for ALL.
Learning objective	Clear learning objective that identifies the mathematical small step. The learning/ activities for this lesson are clearly aligned with the learning objective.
"My turn, your turn"  my turn your turn	Chunking is an effective strategy to break learning into small steps and support processing. 'My turn', 'your turn' visuals are used to increase engagement and focus. This predictable rhythm reduces cognitive load. 'My turn' enables effective modelling and an opportunity to narrate your mathematical thinking out loud.
Stem sentences 	There is an expectation for all children to join in with the choral response. It could be used in conjunction with 'My turn', 'your turn', 'our turn'. Increases engagement and provides a scaffold for articulating the structure of the maths. It bridges the gap between the concrete and the abstract. Use alongside 'Checking for understanding' questioning. They should be visible in the children's books, on the slides and used in independent activities.
CPA	Simultaneous use of pictorial, concrete and abstract manipulatives for ALL children, in ALL year groups. Representations expose the structure.
Vocabulary  Key vocabulary	Ambitious expectations for all children. It supports reasoning and problem solving and provides access to the curriculum.
Mathematical behaviours	Symbols on the slides/ activities to remind children of the skills of an effective mathematician. Build into your questioning explicitly. Questions such as 'What do you notice?' and 'What's the same? What's different' are great for enabling children to notice patterns, build on what they know and predict what might happen.
Going deeper stickers  Going deeper: Can you think of a rule? Prove it.	Challenge is for ALL. There should be a challenge available at each small step. Select 1 of the 7 Going Deeper questions for children to have a go at.

<p>Pupil voice</p> 	<p>Yellow speech bubble stickers can be used to record children's pupil voice. Probing questioning should be used to gain more insight than what they could have written or shown in their working out. LSA's can be scribing and putting in books during whole class inputs.</p>
<p>Live marking</p>	<p>Intervene at each small step and deal with misconceptions before furthering the learning. This gives you a clear picture of who would benefit from Same day intervention.</p>
<p>Mindset</p>	<p>"I can do all things through Christ who strengthens me". "Mistakes help us learn" "We can't do it YET, but we know we can"</p>
<p>Daily Mastering number sessions (Maths Flash)</p>	<p>Daily fluency sessions to increase automaticity and a deep conceptual understanding of additive and multiplicative structures. Y1-Y3- additive Y4-Y5- multiplicative</p>
<p>Gestures</p>	<p>Dual coding lightens the load on the working memory and supports recall. It scaffolds precise mathematical vocabulary. Mastering Number has a bank of gestures that can be used in both MN and maths lessons.</p>
<p>Variation</p>	<ul style="list-style-type: none"> - Conceptual variation (Presenting a concept in different ways) - Procedural variation (What stays the same? What's different? Draw attention to the critical features of the maths) - Intelligent practice
<p>Same day intervention</p>	<p>Daily, ran by the teacher. 10 minutes (max) after break time. Shouldn't be the same children every day, could be a children working at a range of attainments (eg- supporting a child working at GD to go deeper).</p>
<p>Weekly 'Big Maths, Beat That'</p> 	<p>3 minutes, low stake quiz. New booklet every six weeks. Each booklet is progressive and builds on the skills of the previous one. Supports fluency and retrieval. Children learn facts to automaticity to free up working memory to solve more complex problems. Children to mark their own and read out their score. Teacher to record the scores centrally on the maths assessment spreadsheet.</p>
<p>End of unit assessment</p>	<p>Aligns with the RTP. Provides actionable assessment data which can be used to inform future planning.</p>
<p>Numbots, TTRS, Sumdog</p>	<p>Y1 and Y2- Numbots Y3 and Y4-TTRS Y5 and Y6- Sumdog</p>