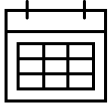


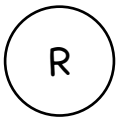
Enfield's Approach to Maths



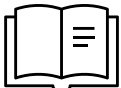
Maths Musts



Short date (Y1-Y3),
Roman numeral
date (Year 4-6)



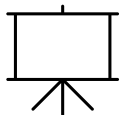
Retrieval symbol
written next to
any retrieval
practice



Questions stuck
on left,
working out/
explanations on
the right



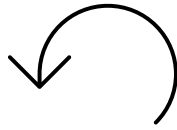
Pencils and rulers
for questions,
red pen for
corrections and
revisits



Working walls
updated, daily



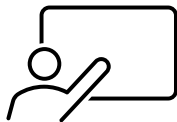
Bromcom
assessment
updated, weekly



Retrieval starter

Retrieval

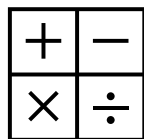
- Daily retrieval practice
- Questions should focus on year group essential knowledge (EK) objectives and gaps in knowledge identified from teacher assessment



Share teaching slides

Input

- Follow 'I do, We do, You do' approach
 - **I do** - teacher fully models and explains
 - **We do** - teacher models another example, allowing input/discussions from children
 - **You do** - children complete example on whiteboards, independent or collaborative



Varied fluency tasks

Fluency

- Children complete a variety of fluency questions
- Some children may need to continue using concrete resources or require adult for support
- Live marking (AfL) done throughout lesson



Reasoning and problem-solving tasks

Reasoning and problem-solving

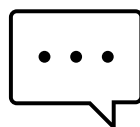
- Children complete a variety of reasoning and problem-solving questions
- Some children may need to continue using concrete resources or require adult for support
- Live marking (AfL) done throughout lesson



Deeper learning and test-style tasks

Extending knowledge

- To challenge learners, all children should be given the opportunity to complete deeper learning and test-style tasks
- Live marking (AfL) done throughout lesson



Mark and assess

Assessment

- Teacher marks books daily
- Teacher to update Bromcom weekly
- Interventions to be completed same day, where possible
- Give children opportunity to correct and revisit in red pen