

The Seabridge Style

Maths - KS1 and KS2



Presentation:

- Accurate number formation;
- Model writing/presenting in maths books using the visualiser, one digit per square etc.
- Regular opportunities to record maths in a book to support with organisation of ideas;
- Pupil recording on worksheets should be kept to a minimum and should only be where the work cannot be completed directly in the pupil book (i.e. shape, data handling, time).

Implementation:

- Working walls are updated regularly with current learning that pupils are in the habit of referring to; these will: be added to during the lesson, show modelled examples, key vocabulary and provide opportunities for pupils to interact with them. These will also include key facts linked to that year group and this will be progressive throughout the school;
- Maths strands are carefully sequenced out to ensure that pupils can make meaningful links and build upon prior knowledge;
- Power Maths to be used throughout KS1 and KS2 for consistency, however this will be supplemented with other resources (such as: I See Reasoning, I See Problem Solving and WRH) to ensure breadth and variety;
- Key vocabulary is included on flipcharts and referred to throughout the lesson;
- Prior learning is referred to during all lessons; this might be last lesson, last week, last term, last year, etc.;
- Tasks are precise and these support all pupils in making progress from their starting points and provide challenge at all levels;
- Pupils are provided with regular and varied opportunities for recall and retrieval - this should be in the vast majority of lessons;
- Pupils are provided with regular opportunities to develop their fluency, reasoning and problem solving skills;
- Reasoning, both verbal and written, is modelled to the pupils to support their development;
- Model, guided, independent to be used as an approach to achieve mastery, but this should not become a lesson structure;
- A CPA approach to the delivery of the maths curriculum is adopted;
- A range of cooperative behaviours are used throughout all lessons to support pupils in mastering the curriculum.

Impact:

- Intervention marking, verbal feedback and written feedback will be provided so as pupils know how to further improve;
- Assessments are timely and used to inform future planning, understanding that not all pupils will have the same gaps in knowledge; this will be in the form of pre-assessments, end of unit checks, termly assessments and recall tasks.

