

Maths Non-negotiables

To be a Mathematician, I...

am confident and interested in using numbers.	can spot patterns in numbers.	can make links between the concepts I am learning and have learned before.	can solve problems, showing resilience to be wrong and try again.	can choose the most efficient mathematical method from the range of strategies I have been taught.	can explain my thinking and understanding clearly.
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Teaching Non-negotiables

<p>'Can you Still?' slide used at the start of every lesson.</p> <p>This may be printed out and stuck in books for children to work on where appropriate (e.g. analysing graphs/charts or marking onto shapes), carried out with informal jottings on whiteboards or discussed as appropriate.</p>	<p>Concrete and pictorial resources available throughout every lesson for all children if they want to use them.</p> <p>Children should have free access and begin to make their own choices about when to use.</p> <p>Immediate Intervention is carried out the same day as the Maths lesson and supports children to keep up with the teaching sequence by closing gaps before the next lesson.</p>	<p>Maths working walls contain:</p> <p>Vocabulary linked to topic</p> <ul style="list-style-type: none"> • Key methods for the topic displayed • Key sentence stems/generalised statements for topic. • In EYFS-Y2, key concepts from Mastering Number (e.g. Numberblock characters) linked to unit. • In EYFS-Y3, non-negotiable +/- facts for the corresponding term. This will move to times table through Year 3. • In Year 4 – 'Going for Gold' display from Mastering Number @ KS2 	<p>Time for discussion in every lesson with the expectation that pupils will rehearse using sentence stems to explain their thinking and pupils always asked to discuss what they notice</p>	<p>Hi 5 (Subitising, Place value, Counting, Fact recall, Calculation) each day linked to already taught objectives.</p> <ul style="list-style-type: none"> • In Years 1 and 2 this will be taught through Mastering Number. • In Years 3 and 4 this will have a times table focus. • In Year 5, children will follow the Mastering Number at KS2 programme to develop multiplicative reasoning. • In Year 6 this will focus on gaps in arithmetic procedures. 	<p>Post assessments completed from Years 1-6.</p> <p>Teachers talk through the questions and administer them in a supportive manner.</p> <p>Where children have SEND and have followed an alternative curriculum, the post-assessment should reflect what they have learned.</p> <p>Teachers may carry out assessments verbally with children where formal recording is either not yet expected or would be a barrier to children demonstrating their understanding.</p>	<p>Pause and Stretch sessions are built into each unit's teaching sequence following post assessment.</p> <p>Teachers identify common gaps in their year groups and plan time to close them through further teaching of these objectives in a 'Pause' session.</p> <p>Where children have met all objectives and/or shown they are working at 'Greater Depth' within the unit, they access a 'Stretch' session which sees them work on complex problems that link to other content domains.</p>	<p>In Years 3 and 4 – Times table progression to be followed.</p> <p>Times table session to be taught daily instead of SPCFC</p> <p>Times table booklets should be completed daily.</p> <p>In Reception, Year 1, Year 2 and Year 3, children develop fluency and automaticity in recall of basic facts through PPT flashcards and rehearsal in booklets for 5-10mins per day (this may be split depending on children's developmental attention level).</p>	<p>All children will have access to the all tasks, activities and questions, with adaptive practice used to support and challenge.</p>	<p>Problem Solving lesson each month – linked to problem solving/reasoning objectives for year group.</p>
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Recording Non-negotiables

ELEMENT	Can you still...?	Main Lesson	Post-Assessment (KS1 and KS2)	Hi5	+/- (R, Y1, Y2, Y3) Times Tables (Y3, 4, 5)	Problem Solving Lesson	Interventions
RECORDING	<p>No evidence required. Can be completed verbally, in books or on whiteboard depending on the task. Annotations of any key observations may be helpful.</p>	<p>Evidence in books when appropriate.</p>	<p>Questions stuck in books.</p> <p>End of Unit Assessment tracker completed for each year group showing where children are working Below, At or Above the Expected Standard. If working below, gaps are noted and intervention work is planned to close them. This is noted on the Year Group Intervention Tracker.</p> <p>'Pause' activities are evident in the child's book under the heading 'Post-Assessment Pause' and immediately follow the post-assessment before the next unit of teaching.</p> <p>'Stretch' activities are also carried out in books and select copies added to the Problem Solving floor-book.</p>	<p>No evidence required. Can be completed verbally or on whiteboards. Annotations of any key observations may be helpful.</p>	<p>Booklets to be completed daily.</p>	<p>Evidence recorded in floor-books.</p>	<p>Immediate Intervention is carried out in the child's book and marked II. It immediately follows the lesson and occurs before the next lesson is taught.</p> <p>Planned Intervention work is carried out in the back of the Maths book and assessment notes are kept in the Year Group Intervention File.</p>