



Teaching Maths at Belswains Primary School

TEACHING

At Belswains Primary School we follow the White Rose Maths Scheme of learning, making adaptations to suit the needs and development of our classes and individual pupils.

Daily lessons are planned by class teachers, they may use the slides and questions from White Rose but these are supplemented, differentiated and adapted as required.

All Maths lessons begin with a revise and recap session often using the 'Flashback 4' PowerPoint presentations. These are completed in pupil's books and support teacher's assessment for learning.

Teachers regularly use the 'True or False' cards to develop pupils reasoning skills and encourage Mathematical discussions within class.

All lessons have stretch and challenge for all pupils.

Throughout all year groups, all pupils will use the concrete, pictorial, abstract approach to build competency.

Teachers teach pupils to follow the agreed presentation policy for Maths. Pupil's take pride in their books and work within in. Teachers model expectations in their teaching and marking.

Pupils work in Maths books, on the rare occasion that sheets are required, they are trimmed and glued in straight and neatly.

ASSESSMENT

Class teachers regularly give feedback on pupils work. Pupils use green pens to indicate changes they have made following teachers feedback. This could be to complete calculations that the teacher has set, record verbal feedback/teaching points, indicate the error they made etc.

Pupils use purple pens to make corrections they have identified themselves, such as when they have made a calculation error, or to give themselves reminders to support their learning.

Teachers use red pens for feedback, either during lessons when they are 'working the room' or post lesson when they are assessing pupils work. Feedback is more than 'ticks and dots.' Teachers may model how to solve a calculation, provide a reasoning question, unpick an error etc. Feedback should always be purposeful and move learning forward. Pupils should respond to feedback or sign to show they have read it.

At the end of each block of teaching and learning, pupils undertake the White Rose end of block assessments. Teachers use the information to inform planning and consider if any interventions are needed or to adapt quality first teaching.