



How We Teach Maths:

Planning

- Lancashire Yearly Overview for your Long Term Plan – highlight as the year goes on
- Lancashire Key Learning and Medium Term Plans – highlighted as you go
- Short term- weekly plans
- Ensure you are adapting the scheme to suit pupils in your class
- Refer to Calculation Policy
- SEND pupils planned for using IEPs and differentiation.
- Early years are guided by development matters and have used this to complete LTP.

Teaching

- Fluent in 5- completed on whiteboards or in jotters (see guidance)
- Main teaching input, group work, paired work, independent work
- Plenaries, mini plenaries and exit questions
- Reasoning questions embedded from nursery to year 6.
- Questioning throughout the lesson
- AFL and fluid groups
- Resources and ICT – practical and hands on learning. Evidence may be seen on Seesaw or in pictures
- Differentiation. Groups move as often as daily if required.
- Children to 'move on' in their learning once secure (within a lesson)
- Children are moved on in lessons when they are secure.

Marking.

- Tick or dot to be used to indicate whether an answer is correct or not.
- OF to indicate oral feedback.
- S/I to indicate if supported or independent (only to be used as appropriate)
- Positive comment or stamp.
- Marking symbols used at the **end of every lesson**:
 - CH – Objective met and a challenge set to practise, stretch or apply knowledge in a different context – completed in purple pen
 - C – Corrections done in purple pen (if finished, move on to complete CH)
 - T –further T/TA input needed. Evidenced in purple pen

Times tables

- Y2 – 2, 5 and 10 focus
- Y3 – Teach 3. 4. 8 and 11 and consolidate 2, 5, 10
- Y4 – Teach 6. 7. 9. 12 and consolidate all others.