



Maths at Ravensthorpe Primary Academy – WHAT WE DO

1. Curriculum

- **EYFS** start their mathematical journey using the **Mastering Number programme**, this journey is continued in Year 1 and Year 2 as afternoon 'speedy maths' sessions.
- **Year 1** follow the **NCETM's Curriculum Prioritisation**
- **Year 2** and **KS2** follow the **White Rose (WR) Curriculum, 4 days a week**. Teachers to refer to the National Curriculum when approaching a new unit to ensure they solidify essential learning before moving onto other aims WR have outlined.
- To boost fluency and revisit learning, children start their lesson with WR's **FB4 3 days a week** and the fourth lesson focuses on a reasoning question allowing every child to experience and build on their reasoning.

	EYFS	Year 1	Year 2	KS2
Main maths lesson	Mastering Number	Curriculum Prioritisation	White Rose Curriculum	
After maths lesson	Continuous provision	Mastering Number 'Speedy maths'	Mastering Number 'Speedy maths'	Y3-4 Times table focus Y5 – 6 TT, Division and decimals application

2. Lesson outline - WR

A typical maths lesson follows the process below:

- FB4/ I See Reasoning question or PONGO – recapping prior learning
- Learning objective slide with vocabulary
- I do, we do and you do – children exploring questions on their whiteboards
- Reasoning question to explore as a class, e.g. what have I done wrong?
- Task with teacher floating around or with a focus group of children
- Teacher modelling through answers or a plenary question

3. Arithmetic

- All classes experience maths twice a week in the first 30 minutes of the day, Y2 – 6 practise an arithmetic focus each week with teachers explicitly modelling the steps to success.
- Year 2 – 6's morning arithmetic will start with 4 purple questions based off previous arithmetic focuses.
- One maths lesson per a week is focused on teaching and testing arithmetic style questions.

4. Assessment and Monitoring – refer to feedback policy

- Teachers to use formative assessment and live mark during the lesson to pick up on misconceptions.
- Following the feedback policy, teachers to identify misconceptions and address with the children.
- Teachers input weekly arithmetic and soundcheck scores into Insight to monitor progress.
- Children sit termly NFER assessments to monitor progress and areas needed to be recovered.

5. Presentation – refer to presentation policy

- Y1 – 3 will use premade learning objectives, Y4-6 to write learning objectives.
- 1 digit per square
- Short date written in top left-hand corner of the start of the learning
- The L.O. written underneath the date and underlined using a ruler
- L.O. to be written on the bottom line of the squares in neat handwriting.
- If L.O. assessment stickers are being used, these should be stuck in the top left-hand corner
- Question sheets (only when essential) to be stuck in the left-hand side of the page against the margin.
- Method and answer to be written to the right of the questions
- Miss a row before starting the next question.
- All lines drawn into the book, including in column addition/subtraction/multiplication/division, to be drawn using a ruler.
- If learning does not fill a page, leave 3 rows of squares and rule off. Date and L.O. should then be completed as above.

