



## Maths expectations 2017-18

### In books

- Teachers to use sticker template provided for maths books with class name (Upper school to put set teacher's e.g. Miss Hamilton's group). KS1 printed names, KS2 children to write their own names on the line on the template (Print doubles so that a new sticker is ready for a new book).
- Teachers to use learning ladder template at the start of each new topic no matter how small. To clearly state overall objective at the top of the learning ladder and highlight green when a child has achieved a step.
- Between steps children should complete a using and applying challenge, either through pre made questions or a written challenge but it needs to be clear it is using and applying (U&A).
- Try not to use large amounts of worksheets, where necessary trim and reduce in size.
- All number reversals should be addressed straight away.
- PIGS. An overall PIG to be put in the margin by the date at the end of the lesson (before the plenary). S and P can be ongoing throughout the lesson for separate questions. KS1 to write PIGS at the end of piece o work.
- LKS2 work on left hand side of page – corrections on right hand side. USK2 work in both columns on page.
- Teachers mark in purple, TAs in green. Pupils mark and PIG in pencil and UKS2 to respond using blue pens.
- All pupils should write corrections after 'c' and not rub out incorrect answers.
- Convince me activities to be used alongside using and applying.

### Cross-curricular maths

- Once per topic to complete one cross curricular maths lesson i.e. from the inspire plan. Teachers to use professional judgement on which book to put the lesson in and which lesson to pick from the four available in inspire. Teachers are free to adapt lessons to suit needs.

## **Planning**

- Planning to be completed on the Reculver lesson planning template.
- Teachers to plan from the White Rose Hub and use the Aquila tracking grids as a guide.

## **Assessment**

- Assessment should be ongoing using the learning ladders.
- It should be input on SIMS using the Reculver tracking statements as a guide.
- AOP to be carried out verbally/visually and not recorded in books.
- Regular examples to explain reasoning to be evidenced in books.

## **Working walls**

- Working walls focus to change when the learning changes.  
It should include;
- A learning ladder
- Examples of methods
- Key vocabulary
- Using and applying problems/real life application
- Children are expected to interact with working walls in pen or with post its.