



At the federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley CE Primary schools we aim to provide a community of compassion. A place where all children are courageous and who grow together, guided by love.

### Maths Non-Negotiables 1-6

The purpose of this document is to provide staff and pupils with clear and consistent expectations regarding maths teaching and learning. This is to ensure that children make progress and that consistency is achieved across the federation.

### Curriculum and Lessons

#### Lesson Format

Year 1	Flashback 4	Mental/Oral Starter	Teaching and Work	Break and Marking	Corrections and Work	Challenge Questions
Year 2/3	Flashback 4 and Super 6					
Year 4/5/6	Flashback 4 and Tough 10					

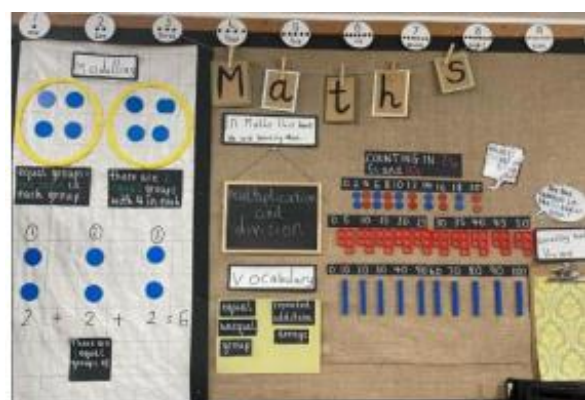
- Flashback 4 should be marked in the lesson by **adult (green)** or **pupils (purple)**.
- Learning objectives are to be taught separately (i.e., each year group separately) using the White Rose PowerPoints. White Rose PowerPoint needs to be edited to remove the starter as well as edited to suit the needs of your class.
- During break, adults should mark the children's books to formatively assess where the children are at with their learning and support/extend after break as necessary.

#### Displays

Displays should have the following clearly visible:

- The current unit
- Maths symbols and vocabulary
- Calculation methods already taught.
- Print outs from White Rose PowerPoints with year groups labelled.

Please refer to your display during the teaching input and use it as another tool to develop independence when the children are working. See classroom non-negotiables for more details



## Evidencing Learning

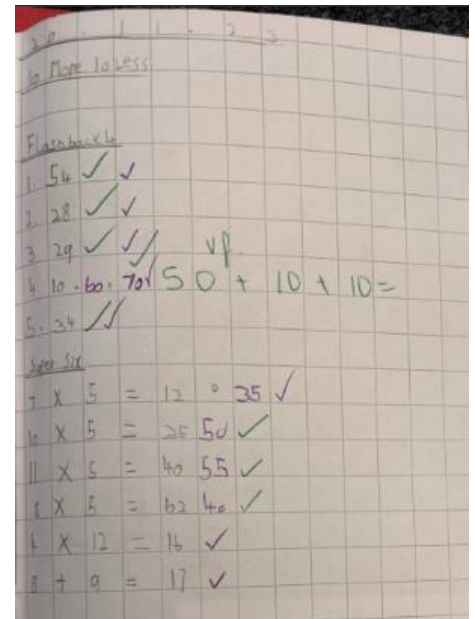
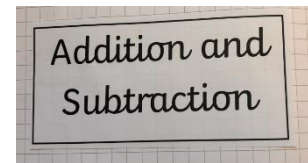
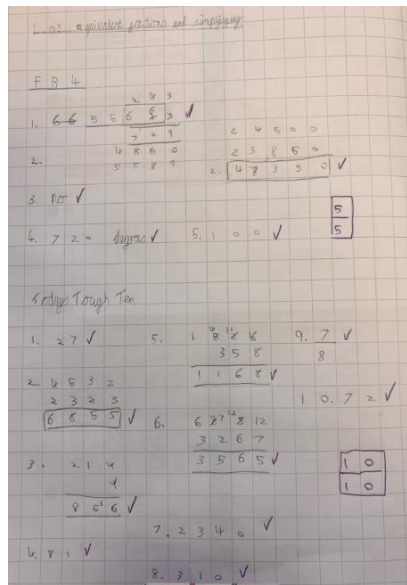
Every child from Year 1-6 should have a red maths book with squares.

All maths books need to have the following:

- Each new unit needs to start with a unit title stuck in the book.
- Short date written in the top left corner.
- Learning objective written from White Rose.
- Flashback 4 written underneath.
- Answers below.
- Year 2/3 to answer 'Super Six' questions once finished.
- Year 4/5/6 to answer 'Tough Ten' questions once finished.

Super Six questions and Tough Ten can be found on Curriculum Drive in the maths folder.

Challenge questions should be taken initially from the White Rose Scheme of Work and then Test Base only.



## Digit Formation

Digits are formed correctly as shown below. Children should practise this as a next step and this should be corrected each time it is seen to be incorrect. Digits should be written 1 per box at all times.



## Twitter Evidence

Images of children exploring their maths learning should be uploaded to Twitter regularly. This should be along-side your school's maths hashtag. E.g. #RipleyMaths, #BeckwithshawMaths, #KettlesingMaths

## Marking and Feedback

All maths books will be live marked in green pen by the teacher as the children are taking part in the activity. Children will use purple pen to correct their work.

## Assessment

*Formative Assessment* - At the end of each White Rose Unit, the Unit A assessment worksheet should be printed and stuck in books. These are then marked with the children and corrections made.

*Summative Assessment* - Summative assessments will be completed each term using PUMA Rising Stars assessments. The children will independently complete these.

Year 1- Questions are read by the teacher and completed in groups of 6.

Year 2- Questions are read by the teacher and assessments completed in class groups.

KS2 - Booklets are completed by the children independently. Children may use a reader to access the paper if children require. Speak to Maths Lead and SENDCo before this happens.

Standardised scores are noted in a document/spreadsheet and sent to maths lead for patterns and trends to be recorded.

Year and term		New PUMA
Year	Term	Recommended time
Reception	Summer	40 mins
Year 1	Autumn	40 mins
	Spring	
	Summer	
Year 2	Autumn	40 mins
	Spring	
Year 2	Summer	45 mins
Year 3-4	Autumn	55 mins
	Spring	
	Summer	
Year 5-6	Autumn	60 mins
	Spring	
	Summer	

## TTRS and Numbots

### Reception and Year 1

- Numbots log in should be printed and sent home for children to access as part of homework.
- Numbots to be accessed in school 2/3 times per week for 10 minutes each.

### Year 2 and 3

- TTRS and Numbots log in should be printed and sent home for children to access as part of homework.
- TTRS and Numbots to be accessed in school 2/3 times per week for 10 minutes each.

### Year 4

- TTRS log in should be printed and sent home for children to access as part of homework
- TTRS to be accessed at least 3 times a week.
- Complete a 'Gig' each month/4 weeks to track/assess children.
- Autumn Term – Focus on 'Garage' mode and learning times tables with aim of mastery and speed.
- Spring Term 1 – Begin to introduce 'Soundcheck' and 'Studio' mode.
- Spring Term 2 – Reduce the amount of time on 'Garage' mode and increase 'Soundcheck' and 'Studio' mode.
- Summer Term – Big focus on 'Soundcheck' mode and increase TTRS time.

### Year 5 and 6

- TTRS log in should be printed and sent home for children to access as part of homework.
- TTRS to be accessed 2/3 times a week. • Complete a 'Gig' each month/4 weeks to track/assess children.
- Autumn Term - Focus on 'Garage' mode and learning times tables with aim of mastery and speed.
- Spring Term – Focus on 'Soundcheck' mode and practise all tables.
- Summer Term – Focus on 'Soundcheck' and 'Studio' mode and practise all tables.