

## Horbury Primary Academy: Maths Non-negotiables 2018/2019 (reviewed May 2019)

LF	UF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily number rhymes Little Big Maths Maths provision	Little Big Maths Sticky Play once a week (AF) Use Play (provision) Learn Its (daily)	CLIC x4 Once a week - Test BMBT and Learn Its Learn Its displayed on classroom door <i>Scores to be recorded and monitored by class teacher and Maths Coordinator</i>					
		<b>Doctor, Doctor, I have a problem</b> minimum 1 problem per week <i>Look at question together on IWB/Working Wall - explanation and reasoning (Gareth Metcalfe/White Rose Maths)</i> Problem displayed on Working Wall in the classroom					
		<b>Assessment</b> PUMA assessments for Years 1, 3, 4 and 5 SATs practice papers Years 2 and 6					
		<b>Arithmetic</b> 1 x weekly with arithmetic skills taught alongside (where appropriate) <i>Scores to be recorded and monitored by class teacher</i> Year 1 once a half term Year 2, 3,4, 5 and 6 weekly					
		<b>Online maths resources for school and home learning</b> Prodigy maths (free resource)					
		<b>Higher Level Challenge:</b> a challenge to extend learning (indicated in maths books using stampers) <b>Year 1-6:</b> Basic, Better, Blow My Mind (colour over BA, BE, BMM using a coloured pencil or highlighter to indicate level of work completed) <b>Independent challenges:</b> completed regularly in Year 1					
<b>Presentation Year 1 and 2</b> Short date - Left hand side of the page (one digit one box) Date and LO provided on paper initially for Year 1 then to record short date underneath Date written Year 2 and LO given for sticking in Leave a line after the LO before starting work One digit one box Give 'Spacing rules' if necessary for work T/TA in top left or next to sum where assistance was needed Don't allow children to write over numbers once marked				<b>Presentation Y3 - 6</b> Short date - left hand side of the page (one digit one box) and underlined Y6 to write the short date in Roman Numerals LO stuck into books Leave a line after the LO before starting work One digit one box Give 'spacing rules' if necessary for work T/TA in top left or next to sum where assistance was needed Don't allow children to write over numbers once marked Fold page in half to complete work in two columns			

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<b>Foundation Feedback</b>	<b>KS1 Marking</b>	<b>KS2 Marking</b>
<p>Rewards stickers/stamps, next step comments</p> <p>Misconceptions dealt with within provision</p> <p>2 Simple observations</p> <p>Verbal feedback</p>	<p>Ticks, rewards stickers/stamps, next step comments.</p> <p>Cross for incorrect answers and misconceptions dealt within lesson (if possible). Green for Growth where error(s) occur(s). Child to complete their correction next to teacher's marking (purple pens Year 2) but must not change answers once marked. Comments to be used to correct misconceptions and modelled where necessary.</p> <p>Always correct number reversal and children to do a line of number correct way around.</p> <p>Used to inform planning.</p> <p>Marked in blue</p> <p>Label VF - verbal feedback</p> <p>Self-marking opportunities</p>	<p>Ticks, rewards stickers/stamps for LO met</p> <p>Cross for incorrect answers and misconceptions dealt within lesson (if possible). Green for Growth where error(s) occur(s). Child to complete their correction next to teacher's marking, in purple pen, but must not change answers once marked. Comments to be used to correct misconceptions and modelled where necessary.</p> <p>Always correct number reversal and children to do a line of number correct way around.</p> <p>Used to inform planning.</p> <p>Marked in blue by adult and purple by children</p> <p>Label VF - verbal feedback</p>