

LF	UF	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily number rhymes Little Big Maths Maths provision	Daily Little Big Maths Sticky Play (AF) Weekly SSM (AF) Use Play (provision) Learn Its (daily)	<p style="text-align: center;">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 Team</i> <i>End of half term BMBT stuck into maths book</i></p>					
		<p style="text-align: center;">Doctor, Doctor, I have a problem 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</p>					
		<p style="text-align: center;">Assessment NFER assessments for Years 1, 3, 4 and 5 SATs practice papers Years 2 and 6</p>					
		<p style="text-align: center;">Arithmetic 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 <i>End of half term Arithmetic stuck into maths book</i></p>					
		<p style="text-align: center;">Online maths resources for school and home learning Prodigy maths (free resource) and TimesTables Rockstars (subscription)</p>					
		<p>Higher Level Challenge: a challenge to extend learning (indicated in maths books using stampers) Year 1-6: Basic, Better, Blow My Mind (colour over BA, BE, BMM using a coloured pencil or highlighter to indicate level of work completed) Independent challenges: completed regularly in Year 1</p>					
<p style="text-align: center;">Presentation Year 1 and 2</p> <p>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</p>				<p style="text-align: center;">Presentation Y3 - 6</p> <p>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</p>			

Foundation Feedback

Rewards stickers/stamps, next step comments
 Misconceptions dealt with within provision
 2 Simple observations
 Verbal feedback

KS1 Marking

Ticks, rewards stickers/stamps, next step comments.
 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.
 Always correct number reversal and children to do a line of number correct way around.
 Used to inform planning.
 Marked in blue
 Label VF - verbal feedback
 Self-marking opportunities

KS2 Marking

Ticks, rewards stickers/stamps for LO met
 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.
 Always correct number reversal and children to do a line of number correct way around.
 Used to inform planning.
 Marked in blue by adult and purple by children
 Label VF - verbal feedback