

How We Teach Maths at Field View

Arithmetic Check

Arithmetic Checks take place on a Monday morning, and we use these to inform our Arithmetic/Daily Practice for the rest of the week. These checks are used to build fluency in arithmetic skills and to identify areas for development. The checks consist of 5 questions in KS1 and 10 questions in KS2. Scores are recorded following the checks. They take no longer than 10 minutes.

Learning Checks

Learning checks take place at the end of each block and are an opportunity to assess children's understanding and retention of a particular concept. They will consist of 5 questions in KS1 and no more than 10 questions in KS2. Learning checks will not only include the concept covered during the current block, but also past learning from previous blocks to ensure retention.

Daily Practice/Arithmetic

This takes place at the start of each maths lesson Tuesday – Friday and lasts roughly 15 minutes. The lesson begins with Daily Practice, a quickfire warm up encouraging rapid recall of facts and fun maths activities. The children will then complete a short arithmetic task with the questions being informed through assessment across a block of learning and the Arithmetic Check on a Monday.

Reasoning/Problem Solving

At the end of every lesson, there is opportunity for children to deepen their understanding of a concept. These tasks will be modelled to the children and discussed, before allowing them to access these themselves. Resources from sources such as White Rose, NCETM and Primary Stars will be utilised to further develop understanding.

Teach

This is the main part of the lesson, where the concept that is being taught during a block will be introduced, developed, or embedded. Modelling (DI) is essential at this point, alongside high-level questioning to ensure and assess understanding. Children will also have the opportunity to practice the concept through a Guided Practice (GP) approach.

Application

This is the part of the lesson where children will have the opportunity to work independently (I), completing activities based on the concept being covered. Children will have the opportunity to practice a skill, with adapted activities available to ensure all children can access work at the level they are working at. During this part of the lesson, live feedback will be provided to the children on their work. The level of support provided to the children at this point will be indicated in the margin.