

GJS Maths Protocols



Our Maths vision: Every child is a confident, accurate mathematician.

Planning Lessons

- GJS use White Rose (new scheme) to deliver maths lessons.
- White Rose is a mastery approach, underpinned by the 'Concrete – Pictorial – Abstract' ideology.
- Planning follows the [GJS Yearly Overview](#) document.
- White Rose is planned and sequenced. Planning can be found at <https://whiterosemaths.com/> with the log in provided by the maths leader.
- All children follow the age-related sequence of learning unless they have an EHCP, when they may access work at a level suitable for their needs.
- **Children access the same lesson content** because they are all expected to achieve.
- **Children receive teacher-led whole class teaching** as our primary teaching model.
- **Children will receive scaffolding as required** and this will be removed as independence grows.
- **Children are required to think** – this requires **resilience**, and **being resilient is hard**. Teachers develop children as **active learners** and **active thinkers** to maximise retention of knowledge in long-term memory.

Implementation of Lessons

- Maths lessons are taught in mixed ability classes.
- Work is completed in White Rose workbooks. An additional maths book is provided for extension activities and for showing additional working.
- Prior learning is revisited through the Flashback 4 starter.
- Concrete learning resources are available to use in every lesson where appropriate.
- Learning, taught in small chunks, is modelled by the teacher before children are given the opportunity to talk through their understanding and then apply this through the activities provided.

Provision for children with SEND in maths

Pupils with SEND are not always low attainers, so some will access our curriculum with scaffolding suitable for meeting their particular needs. Teachers know their individual pupils and their needs to define and demonstrate what is ambitious for each individual, and what measures they are putting in place to help pupils meet these goals.

Support is given through a variety of methods:

- All children have a range of CPA resources they can access during lessons to scaffold their learning and give them concrete resources to aid their knowledge retention.

- As part of lessons, teachers will revise prior learning via Flashback Four or targeted subject knowledge to commit learning to long-term memory. This is supplemented by effective AFL strategies and feedback using the school marking policy.
- Children working behind their current year group expectations have access to gap-filling interventions and/or pre-teaching sessions. Some children will require dedicated, targeted interventions (for example, using Numicon).

Specific support strategies:

- Using concrete and pictorial representations.
- Revisiting and reminding to further develop understanding.
- Planning for misconceptions and tackling them early on.
- Use of technology via interactive and visually stimulating whiteboard files.
- Knowledge of precursors/pre teaching where adults go through some key ideas in short, targeted sessions before the topic is taught.
- Intervention to provide out-of-class support to help close gaps and/or deepen understanding.

Scaffolding

As far as possible, pupils stay together on the same topic with necessary differentiation such as removing barriers and providing support, without the need for different levels of worksheet. White Rose schemes include examples of 'low floor, high ceiling' tasks that support this approach together with reasoning and problem solving questions that challenge all pupils and allow the 'quicker graspers' to look at maths in greater depth.

Times Tables Rock Stars

- We use the Times Tables Rock Stars online learning platform to support the teaching of times tables. It can be found here: <https://trockstars.com/> with a log in provided by the maths leader.
- Times Tables Rock Stars is used to support preparation for the Year 4 Multiplication Tables Check.
- Year groups also use Times Tables Rock Stars for homework based activities and can be used for the 2 timetabled times tables practice sessions.

Fluency Friday

- Maths lessons on a Friday are used for arithmetic and mental maths-based activities (timetable variations can be agreed via discussion with SLT).

Formal Assessments

- The White Rose termly tests are completed at the end of the Autumn, Spring and Summer term during the timetabled sessions allocated to testing.
 - Autumn test – end of T2 – 2 weeks before data is due
 - Spring test – end of T4 – 2 weeks before data is due
 - Summer test – T6 – 2 weeks before data is due
- Target Tracker is used to make a summative assessment attainment judgement 3 times a year for all children.

Displays

- All classrooms must have a maths display which includes vocabulary for the current unit and examples of the presentational working expectations.
- Teachers may wish to promote good, quality work relating to maths (WAGOLL).

Additional Maths Expectations

- Presentation is very important at Greenleys Junior School. Digits are clearly presented using the squares in the books where appropriate. Workings are spaced out and clear. Rulers are used for all mathematical drawing and working out where appropriate.
- Although we use White Rose as our main teaching approach, other resources can be used to provide challenge activities:
 - **Offline resources** - Target Your Maths, Busy Ant, CGP Key Stage 2 Maths (year group specific) for extension activities.
 - **Online resources** –
 - www.whiterosemaths.com - Planning and worksheet website.
 - www.thirdspacelearning.com - Worksheet, arithmetic and CPD website (everything is linked to White Rose).
 - www.mathsframe.co.uk - Variety of online games, activities and printed worksheets.
 - <https://trockstars.com> - Timed, competitive times table practice.
 - www.twinkl.com - Activities, lesson plans and games (linked to White Rose).
 - www.tes.com - Lesson plans, activity sheets and resources.
 - www.testbase.co.uk - Lesson plans, activity sheets and games.