



Bevendean Primary School

Teaching and Learning Policy

This policy was reviewed in **July 2019**

This Policy is next due for review in **July 2020**

Rationale:

At Bevendean Primary School our vision is to provide a safe, supportive, caring and stimulating learning environment where our children achieve their full potential in all areas of development, fostering a love and enjoyment of learning which will equip them for every future challenge.

This teaching and learning policy reflects our whole school vision and aims. It is the core policy of our school and informs the best classroom practice. It is this document by which all teachers are monitored. All statements are linked to the Teacher Standards and so it is an expectation that all aspects of the Teaching and Learning Policy are adhered to.

Aims:

- ⇒ Raise the quality of teaching and learning and as a result improve standards for all groups of children
- ⇒ Provide clear guidance for teaching and learning ensuring consistency across the school
- ⇒ Support our commitment to equal opportunities
- ⇒ Set out our expectations of best practice
- ⇒ To ensure all teachers meet the expected Teacher Standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

In this policy we set out expectations for teaching, learning, classroom environments, presentation and planning.

1. Teaching

1.1 Outstanding teaching is fundamental in raising standards and ensuring all children meet their full potential. We believe that all children are entitled to high quality teaching which promotes our vision for all learners. It is an expectation that all children make expected or better than expected attainment and progress at Bevendean Primary School and so the quality of teaching is therefore required to be good or better.

1.2 We know that children learn best when teaching:

- ⇒ Is stimulating, challenging, creative, fun, varied, practical, supported, progressive, reflective, interactive and enjoyable
- ⇒ Is based on real-life experiences and has built in success for all
- ⇒ Is based on excellent knowledge of the children's capabilities and prior learning
- ⇒ Demonstrates a high degree of teacher subject knowledge
- ⇒ Uses a wide range of appropriate resources to support and challenge, including ICT
- ⇒ Has high expectations of learning outcomes and is purposeful and relevant
- ⇒ Is well differentiated, supporting children at all levels, including challenging higher achievers
- ⇒ Inspires, motivates, enthuses and engages all children

1.3 We will ensure that our teaching impacts on children's learning in and across lessons and in all subjects. **All** groups of children must be catered for in lessons so that **all** children make expected or better progress over time. We will achieve this by:

- ⇒ Sharing clear learning intentions with the children (6)
- ⇒ Effective teacher modelling(6)
- ⇒ Using questioning to facilitate learning, gauge understanding and move the children on (6)
- ⇒ Using pace, support and challenge to engage, motivate and enthuse all learners (4,5)
- ⇒ Making a clear link to previous and future learning (2)
- ⇒ Sharing a clear outcome to be achieved at the end of the unit of work (4)
- ⇒ Revisiting the learning objective and toolkits throughout the lesson (6)
- ⇒ Using appropriate and effective resources, including deployment of additional adults to promote rapid learning for groups of pupils regardless of their aptitudes and needs (2,3,4,5)
- ⇒ Consistently demonstrating excellent behaviour management (1,7)
- ⇒ Providing opportunities for independent, group and paired learning (1,2)
- ⇒ Providing timely and focused feedback (see Marking & Feedback Policy) (2,6)

2. Learning Environment

2.1 We believe that the learning environment (both inside and outside) is a vital element of outstanding teaching and learning. We believe that everyone at Bevendean Primary School is entitled to a high quality learning environment that promotes our vision for all learners.

2.2 We know that children learn best when the learning environment is:

- ⇒ safe and secure
- ⇒ stimulating and supports the learning of all
- ⇒ adapted to meet different learning styles
- ⇒ vibrant and exciting
- ⇒ able to promote reading, writing and maths skills
- ⇒ an aide memoir for supporting learning
- ⇒ able to promote independence
- ⇒ able to promote positive attitudes
- ⇒ aesthetically pleasing
- ⇒ language rich
- ⇒ welcoming and inclusive

2.3 We will ensure that our learning environment:

- ⇒ promotes the current learning in the classroom (1,2,5)
- ⇒ has relevant maths vocabulary and prompts including examples of written methods being currently taught (2)
- ⇒ has relevant English vocabulary and prompts, including writing supports (features of the genre, examples from the class book, vocabulary, Year appropriate expectations etc.) (2)
- ⇒ has a designated maths resource area with age appropriate resources and support materials for the current area of Maths that is being taught(1,2,3)
- ⇒ has a multiplication grid, 100 square, a number line and examples of formal methods for calculation (age appropriate)
- ⇒ has a reading area which is a comfortable/quiet area for reading and has high quality books suitable for a wide range of readers, appropriate for the year group (1,2,3)
- ⇒ has learning walls to support pupil learning (1,2,8)
- ⇒ has a Growth Mindset display including the different Learning Zones and Learning tools (for EYFS this will also reflect characteristics of effective learning) (2)
- ⇒ Foundation Stage has key areas of learning (both inside and outside) to promote early years practice (e.g. small world, role play area, creative opportunities, sand, water) with opportunities for reading, writing, Maths and key vocabulary within each area (1,2,3,4,5,7,8)

- ⇒ has the Consequence Pathway and Golden Rules clearly displayed (1,7)
- ⇒ has a visual timetable (5)
- ⇒ has displays of topic specific books and vocabulary (2)
- ⇒ is well ordered, tidy and uncluttered (1)
- ⇒ has all resources stored neatly, organised appropriately and clearly labelled (1)
- ⇒ uses the window sills for display purposes only (1)
- ⇒ has a sign on the door indicating class name and the names of the adults that work in the class (1)
- ⇒ has labelled storage for children's belongings (1,7)
- ⇒ has named pegs (1,7)
- ⇒ has high quality and appropriate furniture (1)
- ⇒ has high quality displays that celebrate children's learning achievements in the corridors (1,2,8)
- ⇒ has an online safety poster on display (1,2)
- ⇒ has clearly visible fire exit information (1)
- ⇒ ensures that all adults' resources are well organised and stored to reflect the expectations being made of children (1)

2.4 Monitoring of the Learning Environment is built into the Strategic Calendar and the Learning Environment Checklist is used to conduct this.

3. Planning

3.1 We know that high quality teaching and learning is underpinned by high quality planning and assessment. We believe that all children at Bevendean Primary School are entitled to high quality, well planned teaching and learning opportunities that promote our vision for all learners.

All Plans are saved under Teaching: Curriculum: Year X: 2019-2020: xxx term

3.2 We know that children learn best when planning:

- ⇒ Demonstrates high quality learning opportunities for all
- ⇒ Makes links within and between subjects
- ⇒ Reflects a broad and balanced curriculum
- ⇒ Demonstrates a high degree of subject knowledge
- ⇒ Meets the needs of all the children (from SEN to the highest achievers as well as key vulnerable groups/pupils) at any one time
- ⇒ Is linked to ongoing assessment opportunities

3.3 At Bevendean Primary School we will ensure that our planning includes:

Long Term Plans

- ⇒ An Overview that outlines the Topics / Themes that will be covered by each year group each term. This is also displayed on the school website. (3,4)
- ⇒ A Curriculum Map to be filled in by class teachers at the start of the academic year, outlining what will be covered in each subject in every term (although EYFS have pencilled in topic / themes, it is important that there is flexibility to allow for child initiated learning) (4)
- ⇒ A long-term English plan where teachers tick off programmes of study based on the book / text that they are studying.

Medium Term Plans

- ⇒ Termly topic overview with the 'Can I...?' statements filled in for each week in a half term (for all of the Foundation Subjects). (2,3,4)
- ⇒ A completed 'Master' timetable indicating what will be taught throughout the week and when. This is to be handed in each term. (3,4)

Short Term Plans (Weekly Planning):

Short term planning for English, Maths and Foundation Subjects must include:

- ⇒ Clear and appropriate learning intentions written as 'Can I...?' statements (3,4,6)
- ⇒ Clear teaching sequence (3,4)
- ⇒ Clearly matched tasks for all pupils to make progress (well differentiated to support all learners, including the higher achievers) (5)
- ⇒ Teaching Assistant / Teacher focus group for targeted teaching (5)
- ⇒ Clearly directed additional adult support e.g. Teaching Assistants and Individual Needs Assistants (5,8)

When appropriate

- ⇒ The use of ICT to enhance and stimulate learning (4)
- ⇒ Links to IEPs (where appropriate) (5)
- ⇒ Links to children's targets (2,5,6)
- ⇒ Individual planned provision for any child working significantly above or below the rest of the class where the planned differentiation will not be suitable (5)
- ⇒ References to vulnerable pupils if they require anything additional to support their learning in your lesson (5)

Please note, if any teaching & learning is a cause for concern, additional planning may be required.

4. Presentation

4.1 We believe that having high expectations of work presentation is crucial in ensuring children make good progress, and is a vital element of outstanding teaching and learning and promotes our vision for all learners. All children's books need to reflect our vision of high quality work and high expectations of all.

4.2 We know that children learn best when:

- ⇒ Children feel a sense of pride in their work.
- ⇒ Good presentation supports learning
- ⇒ Pupils are able to edit and improve their work
- ⇒ Children learn to take responsibility for their presentation
- ⇒ Handwriting and spelling skills are developed
- ⇒ Children understand how presentation of work is important throughout their life
- ⇒ Work in books and on display reflects our vision of high expectations of children's work

4.3 This will be achieved by:

English: Foundation Stage / Key Stage 1 (1,2)

- ⇒ Nursery – Year 2 children write in pencil (although in EYFS, pupils use a range of writing tools to create interest / excitement in writing). In Year 2 children can start to use pen if the teacher feels they are ready and once their handwriting is cursive.
- ⇒ Nursery and Reception will have a range of photographs and the use of tapestry to enhance the above further.
- ⇒ Reception (and Year 1 where appropriate) – teachers / teaching assistants to write (or print and glue) the date
- ⇒ Reception teachers or teaching assistants write (or print and glue) the title as a learning Intention ('Can I ...?')
- ⇒ Year 1 and Year 2 may print out the Learning Intention ('Can I ...?' statement) and date and stick into books or hand write it to save time if needed.
- ⇒ During the 2nd half of Year 2, children can start to get their pen license in order for them to write in pen. The expectation is that all children are writing in pen when they come up to Year 3.
- ⇒ Any pictures are completed in pencil and coloured using coloured pencils
- ⇒ No felt tip pens to be used in books (they may be used to colour in on paper which is then stuck into books).
- ⇒ Children to write on every other line.

English: Key Stage 2 (1,2)

- ⇒ From Year 3 upwards all children are expected to write in blue pen in all books except Maths.
- ⇒ The short date is written on the right hand side and underlined (Year 3 upwards to underline).
- ⇒ The title is written as a learning intention e.g. 'Can I ...' statement (this is not underlined)
- ⇒ Any pictures or diagrams are completed in pencil and coloured using coloured pencils.
- ⇒ Highlighter pens may be used when annotating, self/peer assessing or researching printed text
- ⇒ No felt tip pens
- ⇒ Pupils will write on every other line to allow space for editing / improving.
- ⇒ Errors should have one neat line drawn through them.

Maths: (1,2)

- ⇒ In Reception children complete any maths work practically or on paper. There will also be photographs on tapestry to record their work / activities.
- ⇒ Year 1: 2cm squared books- all children to write in pencil
- ⇒ Year 2 and Year 3: 1cm squared books – all children to write in pencil
- ⇒ Years 4, 5 and 6: use 7mm squared books – all children to write in pencil
- ⇒ Short date is written on the right hand side of the book (one digit in each box) and underlined (Year 3 upwards to underline))
- ⇒ Year 1 & 2 staff to make the decision children can write the date and Learning Intention or they need to have it stuck into their books, as needed
- ⇒ Year 3 – 6 to write the title as a learning Intention (Can I ..? statement) underneath the date (there may be a few children in Year 3 who need to have the Can I stuck into books in the early stages of Year 3)
- ⇒ There should be one digit written in each box (not one number).
- ⇒ Brackets should go around question numbers - not a dot as this can be mistaken for a decimal point.
- ⇒ Children should write on every other line.
- ⇒ Errors should have one neat line drawn through them.
- ⇒ Rubbers should not be used by pupils in Maths.

Other subjects (1,2)

- ⇒ Presentation in all other books follows the same principles as in Maths and English.
- ⇒ Pupils should write on every other line when using lined books.
- ⇒ Felt tip pens should not be used in exercise books.
- ⇒ Errors should have one neat line drawn through them.

Labelling

- ⇒ All books are labelled with child's first name, their Year group, teacher and the title of the book. Labels are produced on the computer and in line with the agreed format.
- ⇒ Topic books should also have the agreed computer label; pupils then create a Topic cover to go inside the book at the start of each topic.

5. Monitoring

5.1 The monitoring of this policy is through the following:

- ⇒ Lesson observations
- ⇒ Drop ins
- ⇒ Learning walks
- ⇒ Teaching and learning scrutiny (books, plans, assessment sheets, flips)
- ⇒ Classroom environment checks

5.2 The monitoring of this policy is conducted by SLT and where possible with the class teacher present as part of the process.

5.3 The overall (anonymised) results of this monitoring are shared with governors.

5.4 This monitoring is part of class teacher's performance management.

6. Governors

6.1 Our governors determine, support, monitor and review the school policies on teaching and learning.

In particular they:

- ⇒ use of appropriate teaching strategies by allocating resources effectively
- ⇒ ensure that the school buildings and premises are best used to support successful teaching and learning
- ⇒ monitor teaching strategies in the light of health and safety regulations
- ⇒ monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ⇒ ensure that staff development and performance management policies promote good quality teaching
- ⇒ monitor the effectiveness of the school's teaching and learning policies through the school self-evaluation processes. This includes reports from subject leaders, the Headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.
- ⇒ Visit the school regularly as part of their link governor role and feeding back to other governors after their visit

7. Parents and Carers

7.1 We believe that parents have a fundamental role to play in helping children to learn. We inform parents about what and how their children are learning by:

- ⇒ Sending home a Class Newsletter at the start of each half term to inform parents of what their children will be learning, any upcoming events and class specific information e.g. swimming
- ⇒ Using Tapestry in the EYFS
- ⇒ Ensuring the school website is kept up to date with information about the school (e.g. staffing, policies, dates)
- ⇒ Holding parent consultation evenings to discuss their child's progress and share their targets with parents
- ⇒ Having regular open sessions where parents are invited in to support their child in a lesson.
- ⇒ Completing an end of Year Report for parents in which we explain the progress made by each child and indicate how the child can improve further
- ⇒ Explaining to parents how they can support their children with homework.
- ⇒ Giving parents the opportunity to meet their child's new teacher as part of the end of year transition day.
- ⇒ Inviting parents in throughout the year for many informal events e.g. Christmas concert, class assemblies, whole school picnic.

8. English

A rationale for how English looks at Bevendean Primary School

English is at the heart of our learning and teaching and essential to every area of the curriculum. It is through English that concepts are formed and we are able to make sense of the world and our place in it. We inspire pupils to grow a love for writing by delivering a stimulating, interactive, fun and challenging curriculum. Books are held up as a key source of inspiration to our pupils.

English Lesson Structure

Key stage 1	Key stage 2
Phonics: 15 – 20 minutes	Spelling: 15 minutes
Key Skills: 10 – 15 minutes	Key Skills: 15 minutes
Guided Reading: 30 minutes	Guided Reading: 30 minutes
Main part of the lesson: 45 minutes	Main part of the lesson: 45 minutes
These elements of the lesson do not need to be completed in this order.	

Teaching phonics and spelling at Bevendean

At Bevendean, spelling or phonics is taught daily in focused sessions within each class. From Year 2 upwards, our spelling scheme is taught through an online resource. Nursery to Year 1 teach daily phonics.

Nursery:

All year: Phase 1

Reception:

Autumn 1: phase 1 whole class

Autumn 2: Phase 2 taught to the majority in mixed ability small groups

Phase 1 repeated with those children who are still not secure

Spring 1: children are assessed in December and interventions will take place for those who need further support in Phase 2. All other children move onto Phase 3.

Spring 2 onwards: Children are split into ability groups, focusing on key sounds.

Year 1:

The majority of children to recap phase 3 in the Autumn term and then move on to Phases 4 and 5.

Year 2:

All children to consolidate Phase 5 at the start of the year until October half term.

For those children that are secure in Phase 5 phonics at this point, will then move onto the school spelling program which will incorporate Phase 6. Those not secure with Phase 5 will continue during interventions.

Those children who did not pass the test carry on from where they finished in Year 1.

Key stage 2:

Any child who is not secure in using phonics are to continue with regular phonics interventions. This could be in place of whole class guided reading, if their gaps in phonics is preventing them from reading the whole class guided reading text.

Teaching Key skills

This should focus on punctuation, grammar, vocabulary and handwriting. These should be a daily rehearsal of skills that does not require a large input of teaching. Children should consolidate previous learning. These activities should be planned from the Year group expectations or features of the genre / text studied.

Teaching Writing

To develop writing at Bevendean, we use a whole book approach. This is an immersive approach to teaching English, allowing for connections to be made to other areas of the curriculum. Each year group has a set of core books that not only act as class novels, but are also used by the class teacher to underpin the teaching of English. Grammar is taught through our book-led curriculum allowing opportunities to identify, practise and consolidate grammatical understanding.

Hook

The unit should be introduced in some fun way to hook the children in to the text. This could be with a trip, teacher dressed up, art, event, drama, letter from someone etc.

Introduce the Book

EYFS, KS1 – children to be familiar with the book using a map and actions.

KS2 – Children are expected to be familiar with the book and its structure and features.

Children could be shown other high quality examples or extracts from similar genres. These could be explored further in reading circles. Children to draw out the facts that make these texts similar.

Modelled / shared writing

Every time a child writes, a teacher will have modelled a similar piece first or will show a pre-written example. This modelling should show the thought process a writer goes through when writing and will show how to use correct spelling, grammar, punctuation and other features of the particular genre. This process is vital for the children as they use this as a scaffold for their own writing.

Writing Expectations and Features of a Genre (i.e. Explanation Text)

Writing Expectations: The expectations specific to the year group will be displayed in class and referred to throughout the year. They must be referred to whenever writing takes place by either a teacher or a child. They might include also handwriting, spelling patterns, grammar etc.

Features of a genre: These will be collected as children explore the book or similar texts and unpick it. They might include things such as layout, suspense, types of words, short sentences for drama, description, introduction, conclusion, persuasion etc. (see progression documents)

Writing will be in the form of short burst writes throughout the week and a long write at the end of a book. The short burst writes should be a range of genres and writing styles e.g. a setting description, a letter, some dialogue, a diary, a short story, a non-chronological report, a list, some labels etc. The long write at the end of a book should be an extended piece of writing that has been planned for and time spent over. This can then be used to assess pupils' writing against the framework / descriptors and then used for moderation purposes.

A planning template will be introduced before the children complete their long write. The teacher will model filling one in and then the children will do it for their own piece of writing.

Children will edit against the year group expectation for writing and / or the features of the book. They may also peers assess. If used for moderation the piece must be independent and only be edited after self-assessment.

Where time allows, children could publish their finished writing.

Teaching Handwriting

The children are taught to use continuous cursive handwriting with lead-in and lead-out lines using a systematic method. However, in Reception they will continue to focus on the children printing and forming letters first before they move onto cursive handwriting in the later part of the year. From year 1 onwards all children are to follow this scheme. By the end of Year 6, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly. We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

Handwriting is to be taught twice a week as a minimum; at times throughout the year this may increase.

Teaching Reading

Reading in Key Stage One

Children are taught to read in a variety of ways. In the Foundation Stage and Key Stage 1, children read individually and in guided reading groups; they are also given regular opportunities to share a book with others. Teachers read a variety of written material regularly with the children: fiction and non-fiction, stories, reports, diaries, poems etc. We place a strong emphasis on phonics (letter sounds) in the early years of learning to read because we believe this lays the foundations for successful reading. We have a home-school reading system (up to Year 2), which requests that parents read with their children for about ten minutes each day. Children need parents to be reading role models, so we would strongly encourage daily reading at home beyond Key Stage 1. To build their comprehension skills in Key Stage One all children complete RIC activities. These RIC starters are short tasks at the beginning of reading session or group work which help children practise the most important reading comprehension skills. RIC stands for Retrieve, Interpret and Choice. Year 2 will begin whole class guided reading in the summer term ready for KS2.

Whole Class Guided Reading

In Key Stage 2, children will participate in a whole class reading approach. This approach blends a range of learning behaviours and reading strategies which, brought together, allow children to explore and understand texts independently, at a deeper level. It is important that our expectations do not limit pupil achievement and that we challenge and extend children to help them increase their independent thinking.

The introduction of the book your class will be reading is introduced through RIC's. Each class will work a different text and swap accordingly throughout the year.

The Structure of Whole Class Guided Reading

Day 1 – Vocabulary Pursuit (Pre-teach BARE)

Day 2 – CT to read chapter or a few pages (text depending). Model intonation and expression. Teacher lead discussions throughout. Class to listen out for vocabulary from yesterday's lesson. Focus on retrieval and explanation questioning.

Day 3 – Children to re-read the last few pages again for fluency and read on to a particular point. (Children to read Independently or in pairs). Focus on inference questions, summarising what they have read so far and predictions moving forward.

Day 4 – Respond to carefully planned directed questions. (VIPERS)

Day 5 – Planned activity of your choice for the text. (BARE Phonics intervention)

All classes have enough books between two to share. During Whole Class Guided Reading sessions, children are to be sat in mixed ability pairs and these are to change throughout the half term. During these sessions there should be opportunity for a mixture of reading: teacher reading, one child reading aloud, paired reading, choral reading and independent (silent) reading. All questioning throughout the week refer to VIPERS (vocabulary, infer, predict, explain, retrieve and summarise). These should be displayed in your classrooms for the class teacher and child to refer to throughout the session.

Assessment

All planning for Whole Class Guided Reading is to be recorded on the reading planning templates and kept within your file to reference during monitoring. It is important you make notes during these sessions to use for assessment purposes throughout the year.

9. Maths

A rationale for how Maths looks at Bevendean Primary School

What it looks like in class

At Bevendean, our approach to the teaching and learning of mathematics is to develop mastery through a concrete, pictorial and abstract approach that enables all children to succeed. We want Bevendean children to become confident, skilled and resilient mathematicians. We have developed a mastery approach that reflects our commitment to the three overarching aims of the national curriculum for mathematics: to develop fluency, engage learners in mathematical and logical reasoning leading to deep understanding, and empower children to become confident, competent, creative and efficient problem solvers. From this secure foundation, all children will be taught how to utilise efficient written methods for all four operations to enable them to solve a greater range of complex problems. Our wider curriculum vision is to make learning fun, challenging and motivational for all pupils and for them to develop as active, engaged learners. We aim for children to celebrate learning and to find school irresistible.

Planning Expectations

- White Rose Planning Framework yearly overview to be followed to show coverage of the curriculum through the year
- White Rose Termly overview to be dated when learning objectives are taught
- Weekly Maths plans created to show evidence of developing fluency, reasoning and problem solving skills
- Weekly Maths plans to show evidence of times tables practice and rehearsal of arithmetic skills

What it looks like in children's books

Children's mathematics learning is recorded in two primary ways: through annotations on daily lesson plans and in children's individual Mathematics Workbooks.

Teachers record observations and assessment comments on their plans. These comments are used as evidence / a record of children's learning when it was not appropriate for children to record in their Mathematics Workbooks. However, the majority of these comments will be assessment for learning-centred notes that stimulate and guide future teaching.

All children will work in squared books: 2cm squared for year 1, 1cm squared for years 2-4 and 7mm squared books for years 5 and 6. Working in squared books encourages children to present their work neatly as well as supporting them in correctly laying out calculations. All children will complete their work in pencil, with errors being crossed out with one neat line. Black pens will be used to respond to green comments or to peer mark work.

In the Mathematics Workbooks you will find a mixture of photographs showing learning with linked comments from the child or teacher (in Year One and Two, and for some children throughout the school), hand-written recording as children tackle problems, puzzles or investigations, and purposeful resource sheets that have been stuck in. All work in books should be dated and followed by a learning object that is presented as a 'Can I...' statement. Marking and feedback reflect progress and attainment in line with the 'Can I...' statement, whilst identifying errors, inaccuracies and misconceptions for the children to revisit, and to inform next steps in teaching.

Structure of lessons

All Maths lessons will be 1 hour long. During this time, children will rehearse times tables, learn and practise arithmetic strategies as well as developing fluency and tackling reasoning and problem solving activities. Maths lessons will follow the cycle of

Monday and Wednesday: this will focus on developing fluency of skills

Tuesday and Thursday: children will be given opportunities to develop and apply these skills.

Friday: a range of problem solving activities based on a variety of skills/concepts.

During all Maths sessions, 'live marking' will be carried out to highlight misconceptions and ensure deep understanding of skills. 'Live Marking' interventions will happen daily to support the struggling learners, with one intervention a week focusing on challenging those working above ARE. See Marking and Feedback Policy for further information.

Lesson structure

5 mins- times table rehearsal

10 mins- skills practice (e.g. 4 operations, fractions calculations, multiplying and dividing by 10,100 and 1000)

45 mins- teaching new skills linked directly to the National Curriculum, developing fluency and moving onto applying this through reasoning and problem solving activities.

How we support children's learning

At Bevendean, we believe that all children have an equal right to succeed and thrive as mathematicians and all children will access a variety of tasks designed to support, challenge and extend their mathematical thinking. Equality of opportunity underpins the school's curriculum and teaching and learning ethos. Every child has individual needs and teachers are mindful of the range of attainment, difficulties, attitudes, backgrounds and experiences represented in the classroom. Personalised support for learning, based on individual need, is reflected in lesson planning and is a focus of the school's monitoring of teaching and learning.

The 2014 National Curriculum states that "the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace" and that "pupils who grasp concepts rapidly should be challenged through rich and sophisticated problems before any acceleration through new content". At Bevendean, we support this vision and aim to deliver age-related content to the class, with children below ARE being supported through scaffolded and differentiated work/support.