

Teaching and Learning Strategy for Mathematics June 2026

We know that learners need to believe that they can succeed in Mathematics and that the use of a positive mind set is at the heart of successful learning.

We believe that all learners can succeed in Maths and that mistakes help us to learn, to notice and to further our understanding of key concepts.

We provide teaching that focuses on developing secure and deep understanding with adaptations made to suit the needs of each learner. We make full use of practical resources to lead learners through from dependence on concrete resources, through pictorial representation and into abstract representations to be able to explain key mathematical concepts

Planning

Teachers use the suite of resources from Can Do maths and the long term plan from Can Do to ensure all aspects of the curriculum are taught.

The EYFS curriculum uses Mastering Number from NCETM supplemented with White Rose Maths for the shape, space and measure elements of the EYFS curriculum.

Teachers use the relevant calculation policy to ensure calculation methods are age appropriate (See calc policy and progression documents).

Whilst following the overall long term plan, individual lessons and resources are adapted to meet the needs of children in each class with precise calculation methods and questions chosen using the teacher's professional judgement and knowledge of the children.

Lesson Design

Each 30 - 40 minute Maths lesson will have 3 elements

I do

- Learning objective is made clear
- Teacher models the concept articulating what they are thinking aloud (metacognition)
- Teacher uses concrete / pictorial representations to explain the concept
- Teacher models how children are to record their work

- Teacher uses stem sentence to demonstrate appropriate vocabulary and sentences which explain the concept

We do

- Teacher works with children in a guided session to complete questions which are similar to the I do and lead into the You do session
- Teacher supports children to use concrete/ pictorial representations in the same way they were used for the I do
- Teacher and children practise answering a misconception similar to the one they will encounter in the independent work section using vocabulary and explanatory sentences which use the sentence stem.
- Teacher uses We do questions to begin to assess understanding as they guide pupils.

You do

- Children will complete one question entirely independently, matched to the questions completed in the We Do section. Teacher uses this time to **listen and watch** and assess understanding. They will adapt work, provide alternative support or re-pitch the independent work to an earlier step or year group in order to ensure all children are successful.

Independent work

- Children complete 5 fluency questions based on the lesson concept
- Children complete a misconception question where they explain the concept using the PEA approach (P = point, E = explanation , A = answer). Some children may need to complete this as a guided group or as a scribed response
- Children will complete a reasoning or problem solving question. Some children may need to be supported to access this as part of a small group.

In addition, children will also have a 20 -30 minute **maths skills session** either before or after the maths lesson. Maths skills sessions will be planned so that children can revisit previously taught content so that they know more and remember more. Teachers will use PixL testing and Year 6 SAT papers to identify gaps in understanding and these will feed into their maths skills planning. Teachers will choose from a variety of resources in order to provide children with the practice they need. Children will be asked to practise content

from the previous year, term, week and day over the course of the unit as needed.

Retrieval practice - In addition to maths skills, children will complete a short 5 question retrieval task using White Rose Flashback 4 (using resources from previous year group). This will be completed at a separate time to the main maths lesson.

During **Early Morning Activities (EMA)** at the start of the school day or just after lunch, children will spend some of this time practising key maths skills. This might involve number formation, number bonds, times tables and mental calculation (3 Minute Maths).

Classroom display and mathematical resources to help pupils to understand and retain concepts

Every lesson begins with teacher modelling on paper so that children know how to record their work. This model will be displayed during the lesson to guide children and will be displayed afterwards on working walls to support children in consolidating their learning.

Teachers carefully plan and model which concrete resource will be most appropriate for each lesson using both professional judgement and Can Do calculation policy. Sufficient resources will be made available on or near the tables for all children to access as needed.

Oracy

Teachers plan for and model the correct mathematical language in each lesson. They are supported in this by sentence stems and vocabulary banks provided by Can Do Maths and White Rose. Teachers model and support children to practise sentence stems and include these in their oral and written answers.

Work in books

- All pieces of work have a clear learning objective
- Numerals are formed correctly and calculations set out clearly
- High standards of presentation are expected from all children - rulers are used to draw straight lines, the handwriting policy is followed and all pieces of work are dated.

- Work is marked daily. Corrections are asked for where there are errors in calculation or where explanations are not clear. Spellings are picked up upon.

Assessment

- Teachers will assess Maths using PiXL assessments at set points in the year (usually twice a year for years 2 to 5. Year 6 are tested using past SAT papers each term, Year 1 are tested twice a year). Question Level Analysis will inform interventions , group and whole class teaching.
- Times tables will be tested weekly in Years 2 - 4 , to ensure all children are making good progress in learning and retaining their times tables knowledge. Early interventions are put in place for any child who is not likely to achieve a high score in the MTC.
- Teachers will update SONAR tracking with their teacher assessments each term

How are pupils supported and challenged in Mathematics

Challenge for HAPs

We identify Higher Achieving Pupils (HAPS) through AfL, observation and looking at previous assessment data for this topic.

- Teachers will select questions which probe and challenge a child's understanding of the concept. These questions may be problem solving questions, multi-step problems, problems which ask children to explain a misconception, questions which promote a number of different ways to solve it.
- We will challenge children to explain their mathematical thinking both orally and in written form (PEA questions). Children will be challenged to explain their understanding using concrete and pictorial models rather than just answering using the abstract.
- Children will use stem sentences independently in their explanations
- Children will be expected to make links between different areas of mathematics and use this to move their thinking forward
- We will limit the number of fluency questions in favour of more complex problem solving and reasoning questions during maths skills sessions.

Adapting learning for all

- We select and model the use of the appropriate concrete resource and encourage its use by all
- We use pictorial representations to explain concepts visually
- We provide and practise sentence stems to help support explanations
- We use teacher talk (meta-cognition) to explain our thinking in the I do and We do part of the lesson so that children are clear what we are thinking.
- We scribe explanations where needed
- We select the right balance of fluency and problem solving questions in order to consolidate understanding of the concept
- Problem solving questions can be chunked or taken from earlier year groups to make them more accessible.

