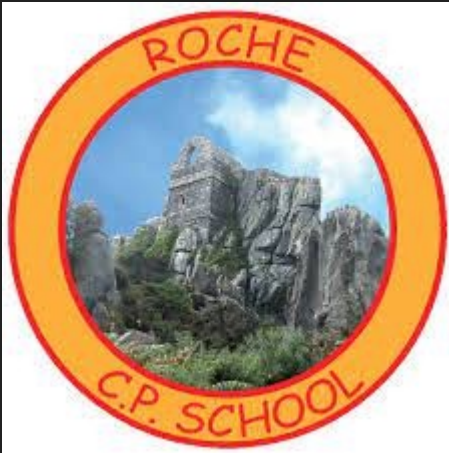




Pensan's Maths Staff Meeting

Tuesday 28th February 2023

Introduction!



Book Scrutiny Feedback!

Positives:

Majority of classes...

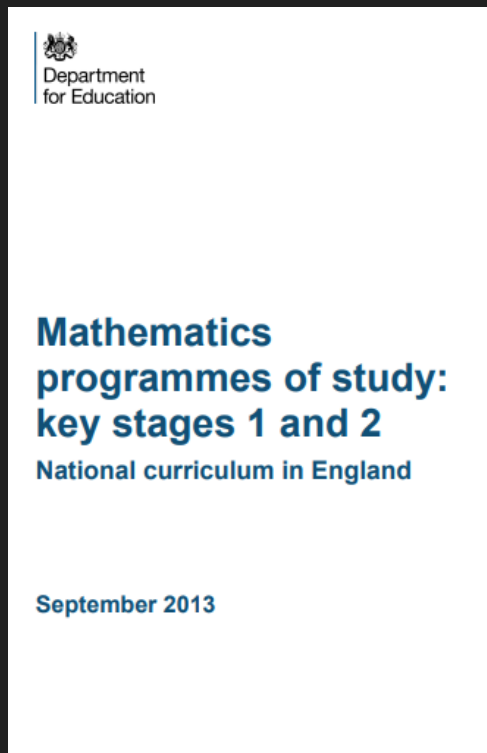
- Consistent WALTS
- Consistent dates when the teacher puts them on the worksheets
- Photoboards to evidence practical work. (Unless a 1:1 don't worry about individual ones. *Not workload friendly.*)
- Do it, Secure it, Deepen it labelled
- Fluency evident from Year 2 in books
- Following White Rose Small Steps



Scope = White Rose



‘Scope refers to the combined objectives and requirements needed to complete a project.’



E.g. National Curriculum



Long Term Plans – Ensures Coverage + Shows School's Priorities.

Year 6 - Hannah
 We will have a separate meeting in Week 5 to prioritise plan up to SATs and after.

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value			Number Addition and subtraction			Measurement Area	Number Multiplication and division A				Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics		Geography

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Number Place value (within 10)					Number Addition and subtraction (within 10)							
Spring	Number Place value (within 20)			Number Addition and subtraction (within 20)			Number Place value (within 50)		Measurement Length and height		Measurement Mass and volume	Geometry Shape	Consolidation
Summer	Number Multiplication and division			Number Fractions		Geometry Position and direction	Number Place value (within 100)		Measurement Money	Measurement Time		Consolidation	

Medium Term Plans – Representation?

Future consideration...

S Plans



Linear
Document

Pyramids

Sequencing of Components – Small Steps

Builds on what children know and can do.

Makes them ready for their next stage of learning.

Meaningful learning for children.

Reminder – You can stay on a small step for more than a lesson. Adapt to the needs of the class.

Year 4 | Autumn term | Block 1 – Place value

Small steps

Step 1 Represent numbers to 1,000

Step 2 Partition numbers to 1,000

Step 3 Number line to 1,000

Step 4 Thousands

Step 5 Represent numbers to 10,000

Step 6 Partition numbers to 10,000

Step 7 Flexible partitioning of numbers to 10,000

Step 8 Find 1, 10, 100, 1,000 more or less

Year 4 | Autumn term | Block 1 – Place value

Small steps

Step 9 Number line to 10,000

Step 10 Estimate on a number line to 10,000

Step 11 Compare numbers to 10,000

Step 12 Order numbers to 10,000

Step 13 Roman numerals

Step 14 Round to the nearest 10

Step 15 Round to the nearest 100

Step 16 Round to the nearest 1,000

Step 17 Round to the nearest 10, 100 or 1,000

Structure of Independent Work at Pensans:

What do you understand these to be?
Refreshed and completed as a staff...

1st Do it = Practising the modelled LO.

2nd Secure it = Applying the LO to a context. You might also twist it e.g. different representations, missing numbers, true or false etc...

3rd Deepen it = Justification with more detailed explanations of reasoning, open ended investigations, more problem solving etc...

Included in lessons: (NC)

- Fluency
- Problem Solving
- Reasoning

Please use these colours.

If they finish 'Deepen it' – don't use 'Challenge' or 'Go Deeper' after.

Try to include more 'Deepen it' questions that get more challenging. Y6 will then have a SATs booklet linked that they can attempt.

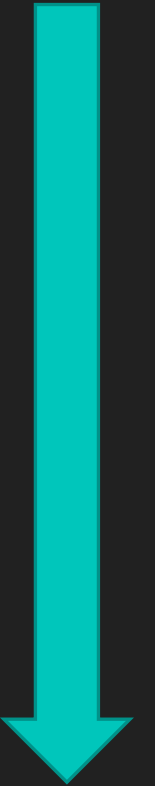
Structure of a Maths Lesson at Pensans:

Fluency

Guided Practice Evidence when appropriate in KS2 not KS1.

Independent Practice (Teachers live mark in purple.

Future staff meeting needed for this. Please continue to tick, dot and model in books as much as possible in the moment with the children. You do not need to mark after the lesson. You can look at books to help inform planning for the next day.)



Fluency Starters – NEW for Pensans!

Timetable for Fluency Starters Y1-6 (15mins)

	Monday	Tuesday	Wednesday	Thursday	Friday
	Place Value	Addition + Subtraction	Multiplication + Division	Fractions (Decimals + Percentages)	Mix Up Friday!

Why?

Rehearsal on squared paper needed. Look at example on next slide.

Areas of Maths Covered?
Lets decide what the children need the most and adapt above headings.
These were agreed.

Add up to two 4-digit numbers – no exchange

Key learning

- Use counters and a place value chart to work out $3,256 + 2,532$

Th	H	T	O
1,000 1,000 1,000	100 100	10 10 10 10 10	1 1 1 1 1 1
1,000 1,000 1,000	100 100 100 100 100	10 10 10	1 1 1 1

Th	H	T	O
3	2	5	6
+	2	5	3
<hr/>			

- Complete the additions.

Th	H	T	O
4	1	3	5
+	2	6	1
<hr/>			

Th	H	T	O
3	1	4	2
+	5	3	7
<hr/>			

Th	H	T	O
5	0	8	1
+	3	7	0
<hr/>			

Th	H	T	O
2	7	0	6
+	1	0	3
<hr/>			

- Fill in the missing numbers.

	3,194
1,052	5,945

↔ 405

- Work out the missing numbers.

Th	H	T	O
4		6	
+	2	5	1
<hr/>			
	7	8	9

- Tommy walks 3,420 m.
Eva walks 356 m.
How far do they walk altogether?

Why?

More rehearsal needed.
Lots of workings are already set out in White Rose.

Arithmetic Testing

6 in a year. (Use the termly test twice)
1 a half term.
Continue to use White Rose.

We could incentivise for the children around progress! (See photos)

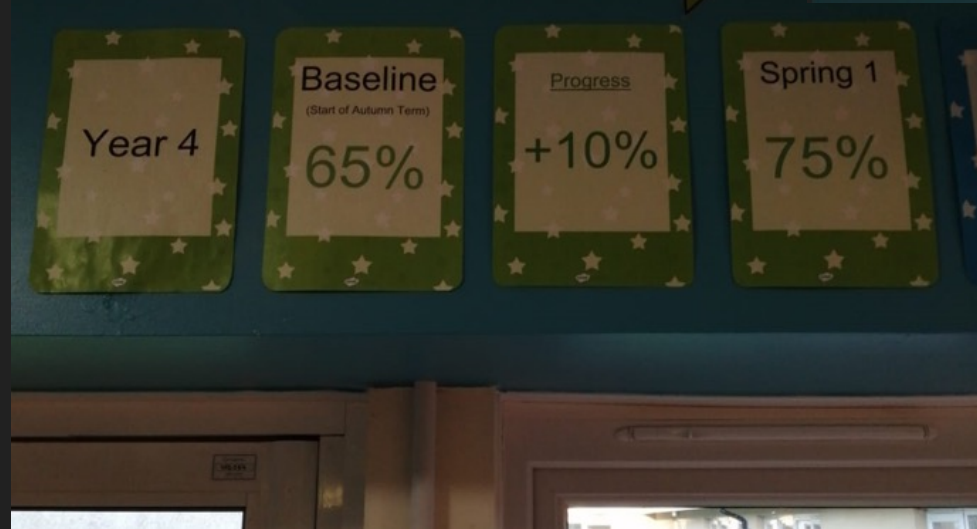
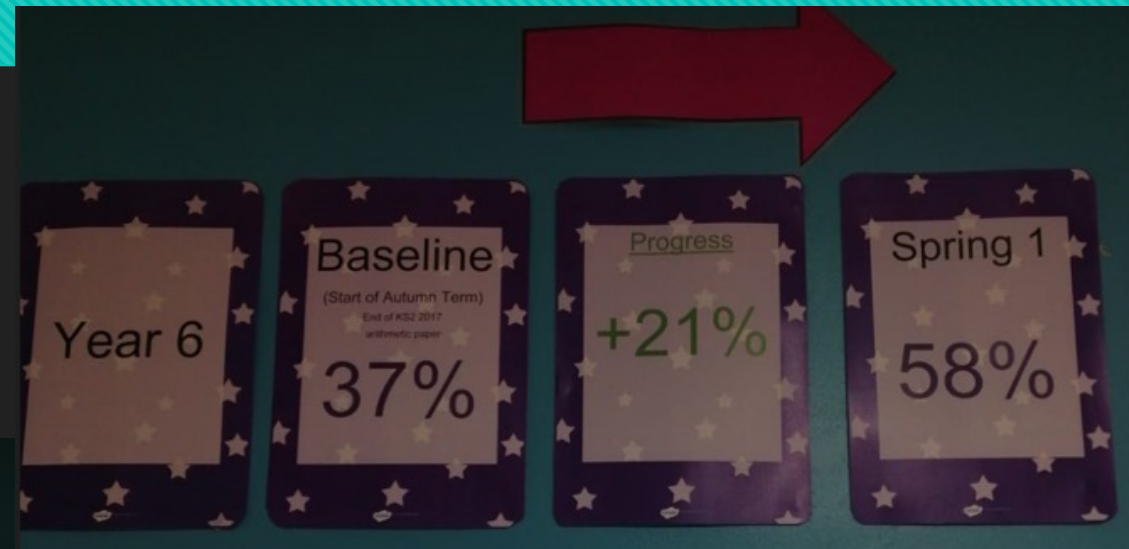
Gives you assessment information you can use to revise and rehearse specifically to meet the needs of your classes in fluency starters.

Long Term Memory!

Makes testing normal practise and helps prepare them for Y2 + Y6 SATs.

Roche Arithmetic Class Averages Display

Updated half termly



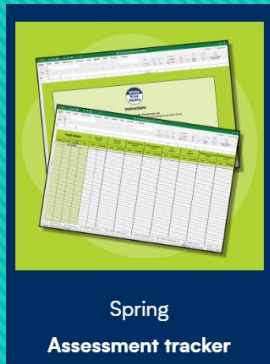
Pensan's Calculation Policy?

Future meeting...

All classes to know their written method end points for the 4 operations!

It is on the website.

Plan moving forward...



- Upload your Spring 1 Arithmetic Tests to the Assessment Trackers to find the areas your class need to develop. **Email to Vic please by Friday 10th March.**
- **Tuesday 14th March Vic to show teachers Fluency Starter template on 16 labels and 8 labels. Which is the preferred?**
- **Vic to order A5 Maths books with 1cm squares and boxes of chosen labels.**
- Use Vic's Arithmetic Starter templates for daily fluency work from.... **TBC**
(Do we start with new books or carry on in old books for now? Depends on when books arrive.)

Further Notes:

- Children to complete fluency each day but in their new books. It needs to be focused on the areas they need to develop. Stick to one area. Children must be writing each method out. GREAT CHANCE TO CONSOLIDATE PRESENTATION. E.g. 1 digit per box, rulers etc... AFTER EASTER
- Discuss incentive with children in an assembly for Summer 1 Test?
- Remember to test in Week 6 – White Rose Arithmetic Spring 2. Upload onto Assessment Trackers.
- Use Spring 2 data to inform Summer 1 fluency starters.
- Summer 1 – Celebrate 2 highest class averages in an assembly first week back. Prize? TBC



Pensan's Maths Staff Meeting Number 2

Tuesday 21st March 2023

Use Sassoon font for label templates please.

**Any questions on the
new 'Fluency
Timetable'?**

Label
Fiasco!

Pensan's Maths Marking Policy – Consolidations + Revisions...



Pensan's School Maths Marking Policy



✓	You have got a question correct,		
•	You have made a mistake.		
(SC)	You have self-corrected a mistake.	●	I have <u>achieved</u> the objective.
(S)	You have had support.	●	
(DT)	You have discussed this with an adult (with reference).	●	I am <u>working towards</u> the objective.
(DC)	This was discussed as a class.		
(I)	You have completed a question independently after previous support	(WT)	I am <u>working towards</u> the objective.
(VR)	Verbally reasoned	(A)	I have <u>achieved</u> the objective.
		(GD)	I have achieved the <u>greater depth</u> standard.

Live Purple Pen = Formative assessment completed with you by the teacher. Green pen = child's assessment, marking or

Pensan's Calculation Policy – Consolidations + Revisions...

Go through the current Pensan's Calculation Policy and agree just the **endpoints** for each year group.

Then I can work on the methods/practical equipment best to use to work towards these endpoints.

Date for Resources audit?

Maths Books

Blue covers A4+ - Y1-4 = 1CM SQUARES
Y5-6 = 8MM SQUARES

VT