



Key Principles:

At Belleville, maths teaching

1. is taught following the concrete-pictorial-abstract (CPA) approach to concept learning
2. is centred on problem solving
3. is differentiated through questioning, support, consolidation and deepening
4. is precise in language expectations
5. ensures children deepen concept learning and reach an understanding of the abstract

Children will:

- self-correct and respond to feedback using green pen
- participate in partnered talk during every lesson
- use manipulatives to ensure the understanding of new concepts
- use the concrete–pictorial–abstract approach
- complete different types of questions in their workbooks to show their learning
- access consolidation and deepening activities in their maths books

Teachers will:

- recap previous learning at the beginning of each lesson
- actively bring discussions back to draw a conclusion – diverge to converge
- assess at every step within the lesson - 'teach it, assess it'
- teach with appropriate pace
- model precise use of language
- ensure active participation from all children
- use the work book and the maths book as non-negotiables
- use question stems to ensure differentiation
- give time for children to respond to feedback
- correct spellings of no more than three maths words
- cover all of their year group's objectives
- guide children's understanding ultimately to the abstract
- include factual fluency within lessons
- use transition chants or songs from Reception to Year Two

Refer to the feedback policy for marking guidance.

Refer to transitions guidance for songs and chants.

Use the year group overview and lesson structure guidance to ensure coverage.

Cover supervisors will: follow class plans and note those children who have struggled with concept learning.