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At Balladen, the school community welcomes, accepts and values everyone. We develop curiosity and a love of learning through a challenging curriculum to allow all children to reach their full potential. Nurture and positivity are at the heart of our school and pupils are encouraged to believe in themselves, respect others and work together.

Values: Happy   Acceptance    Friendship   Teamwork   Forgiveness    Respect    Perseverance

Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at Balladen Primary School. The policy has been drawn up as a result of staff discussion, parental consultation and has the full agreement of the Governing body. The implementation of this policy is the responsibility of all teaching staff.

Intent

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We deliver lessons that are creative, challenging and engaging.

We intend for our pupils to be able to apply their mathematical knowledge to science, computing and other subjects. We want children to realise that mathematics has been developed over centuries, and as a result providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life.

As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the power of mathematics, and a sense of enjoyment, enthusiasm and curiosity about the subject.

Rationale

Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them. Mathematics provides pupils with a means of making sense of the world in which they live. Building on experiences, it encourages thinking and reasoning skills to grow.

Aims

At Balladen Community Primary School, we aim to provide all pupils with a mathematics curriculum which will produce individuals who are independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their mathematical skills to their full potential. In addition to this, we want children to become fluent in the fundamentals of mathematics including through varied and frequent practice with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We also want children to be able to reason mathematically by following a line of enquiry, working systematically and logically and being able to find patterns and develop arguments, justify or prove answers using mathematical language. We also want children to be competent in solving increasingly sophisticated routine and non-routine problems and persevering in seeking solutions.
**Implementation**

Our implementation is developed through secure understanding of the curriculum and subject area. At Balladen Community Primary School we use the concrete, pictorial and abstract model. Objects, pictures, words, numbers and symbols are everywhere. Our approach incorporates all of these to help children explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding. Together, these elements help cement knowledge so pupils truly understand what they've learnt.

All pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. Pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

- **Concrete** – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.
- **Pictorial** – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.
- **Abstract** – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence.

**Impact**

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they can’t do it or they are not naturally good at it. Our maths curriculum addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to meet high standards, with achievement at the end of KS2 and a high proportion of children demonstrating greater depth, at the end of each phase. Likewise it means children have quick recall of facts and procedure, have the flexibility and fluidity to move between different contexts and representations of mathematics and are able to recognise relationships and make connections in mathematics.

A mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

**Curriculum Organisation**

Mathematics is a core subject in the National Curriculum, and we use the Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2013) and the Mathematics Planning National Curriculum documentation – Lancashire County Council (2014) as the basis for implementing the statutory requirements of the programme of study for mathematics.

In early years, the curriculum is guided by the Early Learning Goals, which mirror the Reception Learning Objectives in the Renewed Framework. Throughout KS1 and KS2 we carry out the curriculum planning in line with the structures and recommendations outlined in the Lancashire County Council medium term planning documentation. From this we have developed a scheme of work which ensures full curriculum coverage. This scheme is focused
on the children's progression of skills and is sequenced in a specific order to build these skills up. The scheme of work enables teachers to maximise links between skills enabling children to revisit learning regularly and therefore the children are using knowledge and skills across the curriculum to help embed learning in memory.

The year group expectations (Key Learning) are broken down into smaller manageable steps to build individual lessons. Our curriculum is structured to ensure continuity and progression in the teaching of mathematics. Classroom teachers adapt and adjust their planning to meet the needs of all children. We link wherever possible Mathematics to all other areas of the curriculum such as data handling in Science. We also see the importance of enrichment opportunities within the curriculum and we link. Mathematics to the daily lives of children through cooking classes, practical maths days and involving children in organising Christmas parties etc.

The Headteacher and mathematics subject leader are responsible for monitoring the mathematics planning within our school.

The Early Years Foundation Stage

Work undertaken within the Early Years Foundation Stage is guided by the requirements and recommendations set out in the Revised Statutory Framework for the EYFS (2017), the Development Matters in the EYFS (2012) and the Lancashire Planning Support Tools. We give all the children ample opportunity to develop their understanding of mathematics. We aim to do this through varied activities that allow them to use, enjoy, explore, practise and talk confidently about mathematics.

Key Stage 1

We believe that at Key Stage 1 there should be a strong emphasis on oral work and practical work, developing mathematical language, selecting and using materials and developing reasoning, which should be set in the context of other areas of mathematics. The use of number should permeate work on measures and statistics.

Key Stage 2

At Key Stage 2, developing mathematical language, reasoning and skills in applying mathematics should apply to all areas of the subject. A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through a variation of activities. Teachers use a variety of strategies whilst teaching and these include using concrete materials, pictorial representations and abstract examples. Teachers will always link units where possible. For example, measurement should be associated with statistics and geometry. Calculating skills must be developed through number and through work on measures and data handling. Algebraic ideas of patterns and relationships should be developed in all areas of mathematics.

Pupils will engage in:

- The development of mental strategies.
- Written methods.
- Practical work.
- Investigational work.
- Problem solving.
- Mathematical discussion.
- Consolidation of basic skills and number facts.
Daily, pupils from both Key Stage 1 & 2 participate in additional maths sessions called 5-a-day in order to practice and sharpen mathematical skills.

Agreed principles for teaching and learning of mathematics

- Maths lessons to be taught daily including basic skills.
- All groups to have at least one guided session each week.
- Ensure T.As work with all ability groups throughout the week.
- Daily, practical using and applying opportunities in R, KS1 and KS2 both in maths lessons and across the curriculum; strong focus on problem solving and investigation; books across all key stages evidence this.
- Daily focus on core number skills and mental strategies – 5 a day. This must be recorded in 5 a day books (Year 2-6)
- Interventions must take place outside of maths lessons.
- The numerical date will be placed on the top left-hand corner of the page with the day, month and year e.g. 01.01.2020 and underlined
- The learning objective (LO) will be written underneath and underlined (Key Stage 2) LO must be clear and skills based e.g. I can calculate the perimeter of a rectangle.
- Success criteria to be established when beneficial. (Pupils are to be involved where appropriate)
- Absences must be record in books when children have been absent from a lesson.
- Children will write one digit/symbol per square.
- Children's work is to be presented in a variety of forms including: Numerical representation, pictorially, written accounts, charts and graphs, pictures, drawings and design.
- Children are encouraged to show their working out.
- Erasers may be used to avoid confusion, although working out must not be rubbed out.
- Marking to follow our school marking policy. This includes verbal and formal feedback using the marking policy code.
- Marking shows that pupils are being moved on e.g. if a pupil has 5/5 correct questions of same style of calculations they move on.
- There is a maths working wall in every classroom. This will reflect the current unit, support learning and encourage thinking. Pupils need to know how to use them.
- Times tables are to be constantly recapped throughout the school. Times tables to be tested weekly and certificates are to be given out in class by teachers that week. A list of the children who have received a certificate are to be written in the timetable assembly folder (in the assembly tray) before the end of Wednesday so these children can be mentioned in Friday celebration assembly.
- Timesetable Rockstars to be used in Year 2 – Year 6. This is monitored weekly by the Maths Subject Leader.

Planning

The curriculum is delivered by class teachers. Planning is based upon the new National Curriculum (2014). Programmes of Study should inform medium term plans and subsequently weekly planning. Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details of learning objectives and appropriate differentiated activities. Although planned in advance, they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils.

All plans are electronically stored on the shared area of the school’s network in order to allow ready access by all members of staff involved in the planning and/or teaching of mathematics. The planning of mathematics is organised in three phases:
• **Long term planning**: This shows the organisation of the mathematics topics across the year for each year group, and the coverage and progression of knowledge, skills and understanding. We have a progression of skills document which shows the objectives for each strand throughout the whole of the maths school curriculum. These link to the Key Learning of each year group. The document is accessible on the school website and our school's shared drive.

• **Medium term planning**: This demonstrates the progression of knowledge, skills and understanding within each topic and it is recommended that planning is done backwards answering the key question: What skills do the pupils need to know at the end of the sequence of learning? **Medium term planning** is based on local authority planning and must include: prior learning, objectives, learning overview, assessment for learning, mathematical vocabulary and ICT resources.

• **Short term planning**: **Short term plans** are daily lessons. A good maths lesson should include the following: clear learning outcome (KLIPs and LAPs to be used), a starter activity linked to key skills for the pupils’ year group – these may be new skills or consolidation of learnt skills, modelling of tasks, clear instruction, good use of questioning, a variation of differentiated tasks and a plenary. Short term planning is supported by the use of Lancashire planning materials, NCETM, NRICH and our school calculation policy for written and mental calculations.

The planning structure for each year is into a number of distinct content domains, but within teaching at Balladen School, we stress the importance of making necessary mathematical concept connections across the domains.

The domains are:

- Number – Number and place value.
- Number – Addition and subtraction.
- Number – multiplication and division.
- Number – fractions, decimals and percentages
- Measurement.
- Geometry – properties of shape
- Geometry – position and direction.
- Statistics.
- Ratio and proportion
- Algebra

**Resources**

Resources for the delivery of the maths curriculum are stored both centrally (in the junior corridor) and in classrooms. Each class is equipped with a range of mathematical resources relevant to the year group of that class. These are stored in accessible and clearly labelled drawers / shelves / containers. All children have access to a range of numeracy aids such as place value cards, bead strings, place value counters, dice, times table squares and 100 squares.

There is a range of mathematical resources and software on the Staff Resources shared area as well as access to websites to support a range of activities across Foundation, KS1 and KS2. ICT is used in various ways to support teaching and motivate children’s learning. Many sources of ICT are used including; various mathematical software programmes, ITPs and many smart board resources.
Assessment

Assessment has two main purposes:

- Assessment for learning (also known as formative assessment)
- Assessment of learning (also known as summative assessment)

Formative Assessment

Teachers integrate the use of formative assessment strategies such as effective questioning, clear learning objectives, the use of success criteria and effective feedback and response in their teaching. Assessment for learning is embedded in all classes.

At Balladen Community Primary School we recognise that formative assessment lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective assessment for learning depends crucially on actually using the information gained.

The school supports teacher assessment through the use of the Lancashire Learning and Progression Steps. These documents set out a progression of learning for individual strands of the National Curriculum towards end of year age related expectations.

The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during ‘day-to-day’ teaching. These ‘immediate’ responses are mainly verbal and are not normally recorded or maybe recorded by a member of staff using the marking code of ‘VF’.
- Using knowledge of pupils drawn from ongoing pupil tracking records and the progression document to inform ‘prior learning’ at the beginning of each unit of work to guide our planning and teaching.
- Adjusting planning and teaching within units in response to pupils’ performance;
- Use of the Assessment questions within the Lancashire Interactive Planning tool (National Curriculum 2014) to check learning against the end of year objectives. If necessary future planning is adapted in response to assessment outcomes;
- Use of ongoing teacher assessment in order to identify gaps in attainment and at the end of each full term using this information to judge each child’s attainment against year group expectations.

Summative Assessment

Using termly tests, pupils are assessed against the National Curriculum objectives every term. This is done using the Lancashire Assessment tests for Arithmetic and Reasoning. The school’s progress tracking system is updated termly.

National Curriculum tests are used at the end of KS1 and KS2; teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments.

At Balladen we are continually assessing our pupils and recording their progress, allowing us to match the correct level of work to the needs of the pupils and to identify children who are in need of support, extensions and next steps. Our ambition is for all children to access their year group expectations. All assessments and teaching informs teachers understanding of a child’s ability in maths.
Marking

Work is marked on a regular basis and this includes self-marking and peer-marking of the work in KS2. This informs part of the on-going teacher assessment. There is an agreed process for marking work outlined in Balladen’s Marking Policy. The school’s Marking Policy informs high quality feedback and pupils’ response to it in Mathematics.

Homework

Where appropriate teachers set homework for pupils in order to consolidate work taught in a lesson or in preparation for a future lesson. Not all homework is written work and pupils are encouraged to continually practise their mental skills, in particularly learning multiplication and division facts. See the Homework Policy.

Use of further challenge

More able pupils will be taught with their own class and stretched through differentiated work and extra challenges. When working with the whole class, teachers will direct higher order questions to the more able.

Special Educational Needs

Teachers will aim to include all pupils fully in their daily mathematics lessons. Teachers will differentiate to meet the needs of such pupils and use Teaching Assistants to support such pupils where appropriate. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and SEN, both in our teaching attitudes and in the published materials we use with our pupils.

Reporting

All parents receive a termly assessment sheet which shows the level their child is currently working at. An annual written report is given out to parents on which there is a summary of their child’s efforts and progress in mathematics over the year.

At the end of Key Stage 1 and Key Stage 2 each pupil’s level of achievement against national standards is included as part of their annual written report.

Parental Involvement

At Balladen Primary School, we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss the yearly report.

We also hold termly ‘Stay and Play’ afternoons in which parents can visit the school and look through their maths workbooks. There are also workshops planned for parents which focus on the teaching of mathematical calculations.
Role of the Maths Curriculum Leaders

The Maths Curriculum Leader is responsible for co-ordinating mathematics through the school. This includes:

- Ensuring continuity and progression from year to year group.
- Providing all teaching staff with guidelines, long-term planning and materials to show how aims are to be achieved and how the variety of all aspects of mathematics is to be taught.
- Ensure all staff are supported to prove the best quality teaching of mathematics.
- Producing an action plan to meet the outcomes as they appear on the SIP.
- Leading the teaching of maths by example and supporting colleagues in the opportunity to share good practice. Leading professional development of all staff in maths in accordance with staff development needs and supporting and guiding staff by encouraging the sharing of ideas.
- Advising and supporting colleagues in the implementation and assessment of mathematics throughout the school.
- Assisting with the requisition and maintenance of resources required for the teaching of mathematics.
- Managing the financial allocation to maths effectively.
- Keeping the written policy up to date and keeping under review the scheme of work for maths in line with the requirements of the National Framework.
- Monitoring standards in maths across the school through classroom observation, work scrutiny, teachers’ planning, discussion with teachers and data analysis.
- Contributing to whole-school curriculum improvement by advising the SLT and Governor’s Curriculum Committee on areas of strength and weakness and identifying clear targets to improve and sustain pupil achievement.
- Being aware of national developments in maths through reading relevant materials and attending courses where appropriate.

Role of Class Teacher

- To ensure progression in the acquisition of mathematical skills with due regard to the National Curriculum for mathematics.
- To develop and update skills, knowledge and understanding of mathematics.
- To identify INSET needs in mathematics and take advantage of training opportunities.
- To keep appropriate and agreed on-going records.
- To plan effectively for mathematics using the agreed planning format.
- To inform parents of pupils’ progress, achievements and attainment.

Governing Body

At Balladen Primary School we have an identified governor for numeracy. The numeracy governor visits the school regularly to talk with the Maths Curriculum Leader on SIP priorities for maths and when possible, observe some daily mathematics lessons.

This policy was written in Summer 2020 and will be reviewed in Summer 2022 or before if appropriate.
Agreed principles for teaching and learning of mathematics

- Maths lessons to be taught daily including basic skills.
- All groups to have at least one guided session each week.
- Ensure T.As work with all ability groups throughout the week.
- Daily, practical using and applying opportunities in R, KS1 and KS2 both in maths lessons and across the curriculum; strong focus on problem solving and investigation; books across all key stages evidence this.
- Daily focus on core number skills and mental strategies – 5 a day. This must be recorded in 5 a day books (Year 2-6)
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- Children are encouraged to show their working out.
- Erasers may be used to avoid confusion, although working out must not be rubbed out.
- Marking to follow our school marking policy. This includes verbal and formal feedback using the marking policy code.
- Marking shows that pupils are being moved on e.g. if a pupil has 5/5 correct questions of same style of calculations they move on.
- There is a maths working wall in every classroom. This will reflect the current unit, support learning and encourage thinking. Pupils need to know how to use them.
- Times tables are to be constantly recapped throughout the school. Timestables to be tested weekly and certificates are to be given out in class by teachers that week. A list of the children who have received a certificate are to be written in the timetable assembly folder (in the assembly tray) before the end of Wednesday so these children can be mentioned in Friday celebration assembly.
- Timestable Rockstars to be used in Year 2 – Year 6. This is monitored weekly by the Maths Subject Leader.

Planning for teachers

Medium term planning:
Planning is based upon the new National Curriculum (2014). Programmes of Study should inform medium term plans and subsequently weekly planning. All Lancashire resources mentioned below are electronically stored on the shared area of the school’s network in order to allow ready access by all members of staff involved in the planning and/or teaching of mathematics.
This demonstrates the progression of knowledge, skills and understanding within each unit of work and it is recommended that planning is done backwards. What skills do the pupils need to know at the end of the sequence of learning? What different methods will the children learn? What problem solving skills are the children being taught?

1) Learning objectives are given on the medium term and weekly planning documents (stored on staff resources). These objectives come from the Key Learning document (KLIPs) and there are KLIPs for each year group. Another resource which is useful are is the Learning and Progression Steps (LAPS) document designed to scaffold the learning required in order to meet the expectations of the National Curriculum. The LAPS document (stored on staff resources) is very useful to see what children have been taught in the previous year and how this learning can be built upon to achieve the learning objective. Statements in the Lancashire Key Learning for Mathematics document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming fluent in the knowledge and skills of the curriculum and ensure that the learning is effective and sustained. There should be evidence of progression throughout the weekly unit and lessons should follow on from each other.

2) When introducing a new unit, it is important to discuss with children how the mathematics is useful in the world beyond the classroom; other links within the curriculum and beyond, into real life. This is known as contextual learning. Giving examples of where maths is used in the world outside of the classroom shows the pupils that maths is, at its heart, a tool. For example, if teaching division (sharing between equal groups) to Year 1 explain how this could be used for sharing out batches of cakes in a bakery to ensure the same number of cakes in each bag.

3) Make links to prior learning. Ensure you make some links to mathematics content or processes from prior learning – this will make the lesson more meaningful for students and will allow the teacher to assess the pupils’ current knowledge. Use this time to find out what pupils recall about the particular topic – avoid being the focus of attention and share the lesson with students.

4) Starter. This is a brief warm up – about 5 to 10 minutes - to the lesson. These activities may focus on new skills or consolidation of learnt skills and should be accessible to most students. The purpose of these warmups is simply to start children ‘thinking mathematically’ – to establish a mathematical mindset. Warm-ups also don’t necessarily need to be directly related to that lesson’s content – although it’s handy if your warm-up activity can be used to ‘bridge’ into your explicit teaching session. Games, loop activities, short open-ended problems (for which solutions can be shared or discussed) – anything which will have students engaged can be used.

5) When introducing the lesson, good modelling is essential. This may be done by using concrete and pictorial resources. See the weekly planning documents for guidance on modelling skills for that unit. Modelling used must follow our schools calculation policy. This also provides subject knowledge and pedagogy support for teachers. Excellent subject knowledge of the teacher is crucial so the teacher can address misconceptions and teach skills in a variety of ways. There are also a number of ICT resources on the maths section of staff resources for teachers to adapt and use. During the modelling phase of the lesson, good use of questioning from the teacher must be used.

6) Vocabulary for each weekly unit is on the Lancashire weekly planning resources. This is the vocabulary that children need to be taught that week. This vocabulary should be displayed in the classroom and changed on a weekly basis.

7) Success Criteria is to be used. When using success criteria, some objectives require a process and others are assessed through application of this knowledge and understanding in different contexts or problems. All written and mental methods must follow our written and mental calculation policies. These are accessible in a folder in each classroom, on staff resources and there is a copy of each on the website.
8) Children should be given tasks which can be used to practice and consolidate their knowledge based on their learning objective. Using and applying activities must be used throughout the week. There must be a variation of differentiated tasks used in every maths lesson. This is to ensure children are exposed to a variety of tasks. In addition to the tasks on the weekly planning document, NRICH and NCETM are good resources to use. Tasks should be scaffolded appropriately (e.g. similar examples; prompts; one-to-one or guided teaching in small groups where available; provision of concrete and visual learning resources such as blocks, diagrams, counters…) to make exercises accessible for students. Children should be given the chance and encouraged to work together and discuss problems. Doing so will develop higher order thinking skills such as problem solving and reasoning, especially when they are pushed just outside their comfort zone. Building in group work and/or individual problem-solving sessions allows students to experiment, work through, persist and learn from mistakes. The use of practical resources should be used in lessons no matter what the year group.

9) Plenary: Use whatever your learning intentions for the lesson were to recap and reflect at the end of a lesson or learning sequence. These focus questions in turn should be guided by the curriculum focus.

10) Formative assessment throughout the week must be used. The assessment questions which are suitable for children working at age-related expectations should be used for this. In addition to this, open ended questioning should be used throughout the lesson and these questions should allow pupils to explain their reasoning to back up their answer.