LEOMINSTER PRIMARY SCHOOL

Learn. Progress. Succeed

Maths Teaching and Learning Strategy 2026

Planning

All year groups follow the LPS Maths termly overviews which have been planned using the National Curriculum, NCETM recommended objectives and White Rose small steps. A standalone 15 to 30 minute lesson is planned weekly to cover multiplication expectations in Years 2 to 6.

Lesson Structure and Organisation

All children are provided with Maths book, learning materials (whiteboard and pen and manipulatives) and the lesson objective is clearly displayed (on each page of the flipchart). A recap/recall task is prepared based on previous learning. This should contain the maximum of 5 questions.

Children are reminded of high presentation expectations (one number in each square, date at the start of each piece of work, show your workings etc).

Children are then introduced to the lesson objective and teacher conducts whole class input which must:

Connect - Activate relevant prior knowledge. Use retrieval, recap or a carefully chosen prompt. Make links to previous learning explicit.

Explain and model - Teach new content in manageable steps. Use precise explanations, examples, non-examples, modelling, visuals or manipulatives as appropriate. Modelling should include expectations of layout within books

Check - Use questioning and other checks to establish what all pupils understand. Identify errors and misconceptions quickly. Constant professional conversations between TA and teacher to ascertain misconceptions and the need for support/further challenge.

Practise together – Use guided practice, talk, rehearsal and scaffolded application. Give immediate feedback and gradually reduce support.

Apply independently – Provide sufficient purposeful practice or application closely matched to the learning intention. Expect pupils to use taught knowledge, vocabulary and methods. Give children opportunities to deepen their understanding through reasoning and mastery activities.

Review and respond – Review learning, capture assessment information and adapt subsequent teaching. Consolidate when needed rather than moving on because a sequence says to do so. Ensure that reasoning is used once fluency has been achieved.

Whole School Expectations

Daily Fluency	Mastery	Assessment	Oracy and Vocabulary
Fluent in Five tasks take place daily outside of the maths lesson. These are marked, assessed and where required modelled. Years 1 and 2 – Number sense and additive facts Years 3 and 4 – Additive facts and multiplication tables Years 5 and 5 – Multiplication/Division facts, calculations and arithmetic	Concrete -> Pictorial -> Abstract Stem sentences and precise mathematical vocabulary Reasoning opportunities in every taught sequence (using Nrich, STEM learning, Tara Loughran) Prove/explain opportunities Intelligent practice rather than repeated identical calculations	On going formative assessment in the form of live marking (where appropriate). If marking occurs after the lesson, teachers must ensure children are given time to respond to this marking. Unit Objective sheets are stuck into books at the start of the unit and are used to support on going assessment. End of unit checks. 'Keep up' interventions wherever misconceptions arise	Talk Tactics used within lessons Mathematical vocabulary is used and explained in every lesson and working walls support this