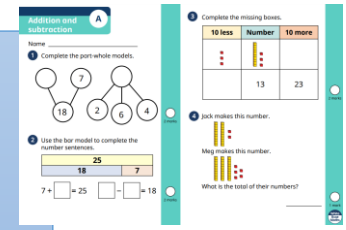
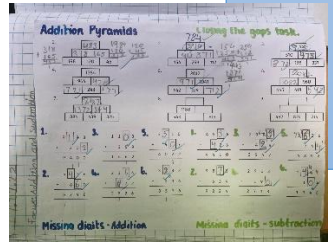




**Pre-assessment from White Rose**  
 Target set may have adapted this and created a bespoke assessment.



**Gaps Task**  
 Assessment tracker used to identify the gaps and gaps in the children's knowledge and understanding will be addressed with further activities.



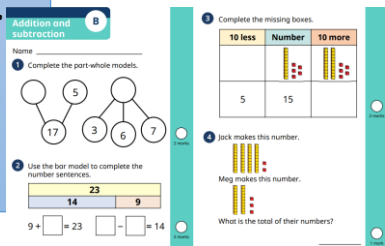
**Teaching of concepts within the topic**  
 Pre-teach (TA Hub) – if needed  
 Flashback 4  
 PowerPoints  
 Worksheets  
 Additional fluency opportunities if needed (Infinity)  
 Reasoning and Problem Solving Intervention  
 Fluency Bee – additional intervention



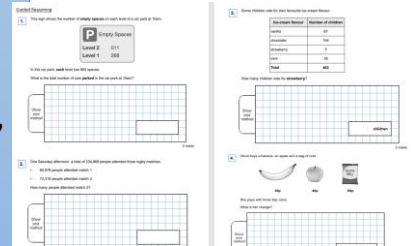
Remember, the first few questions are varied fluency, so children must be getting these correct.

**End of unit assessment from White Rose**  
 All children to complete.  
 Teachers to complete assessment tracker.

Back to pupil data		Place value - Version B											Percentage score	
Pupil name	Unique Identifier	Class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total mark	Percentage score
			1	1	2	1	2	1	2	1	1	1	12	100%



**Guided Reasoning**  
 Completed for each concept within a block.  
 Questions from Test Base.  
 Use 'UNPACK' when approaching questions.  
 Approach: 'I do, we do, you do', paired work, independent, shared work.





# Impact Teaching

## Groupings and Fluidity

Children are grouped prior to the lesson and during the lesson. These groups are fluid both in and between lessons providing opportunities for them to work with different staff members.

## Pre-teaching and intervention

is completed when needed to enable all children to access the learning and provides time for misconceptions to be addressed. This can take place during SODA or any point in the day as long as it's before the next lesson.

## Planning

Small and well-thought out steps that will allow ALL children to achieve the objective – adaptation should be evident to meet the needs of ALL individuals.

### *Who needs what and how can I support that happening?*

Worksheets – adapted, additional fluency provided, questions extended (R&PS)  
 Enabling prompts – number fans, place value charts, concrete resources, number lines, adding more small steps, guidance, etc.  
 Resources – counters, base 10, place value grids, etc.  
 Support – teacher or TA supporting different groups each lesson.  
 Pre-teaching  
 Use pre-assessment to determine who needs what (linked to input)

## Independent work

- Students are supporting their own teaching and learning through accessing the use of concrete resources independently. The children should know the process and what's available to them.
- Independent work should be completed silently.
- Children should be encouraged to show their working out in their books.
- Teacher and TA should be live marking and completing in-class interventions/plenaries when needed.

## Flashback Four

Completed in 5-10 minutes – including marking. Only refer back to misconceptions if they're relevant to the outcomes of the current lesson. Others can be taught at a later date.

## Input

- The more the children are 'doing', the more you can assess, intervene and enable the children to embed (80:20 model) – this develops pace within the lesson.
- Opportunity to promote pupil talk, discussion and whiteboard work.
- Who receives the input is decided by **pre-assessment**, live marking and AfL.
- Recognising when the children are ready to be independent learners.

Who can start quicker?

How much input do they need?

Who needs input?





**TTRS Gig**  
 Completed by the children as close to the 1<sup>st</sup> of every month as possible.  
 This recognises the times tables they can do and those they can target.



**GIG**  
Perform once a month



**GARAGE**  
Complete your heatmap

**Play on garage daily**  
 Increase speed and knowledge on times tables set.  
 However, if children have completed all of their times tables, they can go on studio to improve their time.



**Sound Check**  
 To be completed weekly to see how many questions the children can get correct out of 25.  
 Complete times table tracker following each Sound Check.

Enter Data

NAME: \_\_\_\_\_

9s

ALTO

SCORE

BASELINE

CHECK 1

CHECK 2

DOWNLOAD

**Interventions**  
 These can take place for groups working on the same times tables. **Worksheets downloaded** from TTRS and **data inputted** and recorded following each session.

Homework – Battle of the Bands between 3pm-10pm for Y2 – Y6

First ↑	Last	Baseline Score	Check 1 Score	Check 2 Score	Change in Score
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# Arithmetic Development Cycle

New year group to target gaps from previous year group's assessment.

First Arithmetic Test for new year group to be completed (Twinkl)

**Target for every child is 75%.**

Complete gap analysis and arithmetic scores spreadsheet. Identify key concepts that need revisiting or teaching.

Complete another arithmetic test.

Teach and continue to revisit.

Name	WC: 25/09/23	%	WC: 23/09/23	%
<b>FULL MARKS</b>	<b>40</b>		<b>40</b>	
Isabelle Lewis	8	20%	14	35%
Tuliana Yamoyamo	17	43%	29	73%
Lily Newman	11	28%	20	50%
Mia-Rose Worrall	14	35%	21	53%
Moses	7	18%	17	43%
Kyla Mutch	11	28%	19	48%
Alexis Traynor	16	40%	20	50%
Rosie Burton	8	20%	18	45%
Grace Underhill	8	20%	21	53%
Isa	16	40%	29	73%
Jake Hemmings	6	15%	19	48%
John Frost	8	20%	24	60%
Kaylie Swift	13	33%	23	58%
Ruby Owen	17	43%	25	63%
Hurairah	15	38%	31	78%
Lucas Leyland	9	23%	19	48%
Caleb	8	20%	19	48%
<b>FOCUS</b>	Addition		x/ 10,100,1000	
	Subtraction		Related facts (times tables)	
	Decimals		Short division	
	Inverse operations		Long division	
			Long multiplication	
			Cubed numbers	

Foci to be determined by gap analysis and what children need to revisit first before new teaching.