

Maths Recovery Curriculum

Area addressed	Our actions
The children have missed the teaching of key areas of the maths NC from their previous year group	<ul style="list-style-type: none"> • We are using the DfE 'Mathematics Guidance; (06/07/20) to ensure that the children have the skills and knowledge that they need to progress to the next year group. • The SL has picked out the key objectives from the 'ready to progress' section and has broken down these objectives into WALTs that can be used for each lesson (appendix 1).
Support staff in teaching the previous year group's curriculum for Autumn 1	<ul style="list-style-type: none"> • The SL has linked each unit/WALT to a unit from Power Maths. This gives staff: <ul style="list-style-type: none"> • Videos that explain prior knowledge needed, picks out key vocab and opportunities to strengthen and deepen children's knowledge • Easy access to a range of resources and lessons to support children at different stages of their learning
Children do not have the pre-requisite skills to be able to progress within a lesson	<ul style="list-style-type: none"> • The structure of our maths lessons has changed (appendix 2). Part 2 of the lesson focusses on the pre-requisite skills that children must have to be able to progress. During this part of the lesson, the CT and TA assess the children, based on their ability to access the task. The children who are not ready to progress have a pre-planned task, which they will do with the CT or TA. The core of the class who are ready to progress will then continue with the lesson and complete the PM lesson from the previous year group.

<p>Children who are still working on the pre-requisite skills or identified as 'not ready to progress' will not have the opportunity to move onto the core skills to progress for their previous year group.</p>	<ul style="list-style-type: none"> • SL to monitor this through collecting in maths planning weekly. Interventions will be planned to ensure that these gaps are 'plugged' as and when the child has the pre-requisite to progress.
<p>Current lesson structure will not support the execution of the 'recovery curriculum'.</p>	<ul style="list-style-type: none"> • The SL put together a proposed planning format/lesson structure for staff to use. This was discussed and agreed by staff (appendix 2).
<p>Children will have missed the essential teaching and learning of number facts and times tables.</p>	<ul style="list-style-type: none"> • During part 1 of the maths lesson, the children will have 15 mins of dedicated time towards the teaching and learning of number facts and times tables.
<p>Ongoing assessment</p>	<ul style="list-style-type: none"> • At the end of each lesson, teachers will annotate their planning to indicate which children are not ready to progress tomorrow (will take part in part 1 of the lesson and then move straight to part 3) • Children who are secure and 'ready to progress' will have carefully planned 'future application' tasks for the next day, based on the future application objectives from the DfEs Maths Guidance document.
<p>In teaching the previous year groups lessons, will the children miss out on their current year group's learning objectives?</p>	<ul style="list-style-type: none"> • We can teach the recovery curriculum until at least 6th November and still have the capacity to be able to complete their year groups objectives from Power Maths.