

Termly summative assessments (in Years 1-6) inform teachers how their pupils are performing in relation to the age-related expectation. Gaps are identified to inform future planning and learning.

Daily flashback slides revisit previously taught knowledge, including from previous years, to ensure the security of key knowledge.

Activate slides are used at the beginning of lessons to 'switch on' existing knowledge linked to the daily learning objective.

How do we know and ensure that children make progress in **Mathematics?**

Teachers ask **carefully planned questions** at key points to gauge and develop children's understanding of the taught concept. **Paired discussion and whiteboard practice** enables teachers to formatively assess pupils' understanding, and further challenge their thinking.

Teacher's interact with pupils' books daily to identify misconceptions, individual barriers and take the relevant actions to close gaps or provide further challenge in a timely way e.g. in the moment feedback, live marking, adaptations, small group teaching, post-teaching etc.

Weekly arithmetic tests check children's knowledge of the written methods for solving questions linked to the four operations. This supports their fluent use and recall of the written strategies and enables teachers to identify areas for development.

Children self-assess their progress against the learning objective at key points in the lesson. This supports teachers' understanding of their confidence levels so that areas of challenge can be tackled in a timely manner.