



Maths Position Statement *October 2022*

The maths curriculum intent is to equip our children with the confidence to apply knowledge and skills to a broad range of real-life experiences, leading to greater resilience and independence.



Attainment

The children in Upper Key Stage 2, Key Stage 1, boys, and CLA and Pupil Premium groups are performing better in all areas of Maths. Pupil Premium children also demonstrate higher levels of progress in maths.

Maths is an area of development for girls, children in the TAC process and EAL pupils.

Curriculum

Children working from Emerging to National Curriculum Year Expectations follow a bespoke curriculum for number, geometry and measure. This curriculum is structured around DfES recommendations.

Maths is delivered through targeted individual tasks, small group work, continuous provision, opportunities for child led play, exploration and sensory activities. Throughout the school, maths is taught through other curriculum areas to embed and give purpose to the learning (eg: cookery, life skills, shopping, forest school, PE, dance, computing). Outdoor

learning opportunities are planned into the maths curriculum to encourage engagement, enrichment and independence.

The teaching of Maths is also supported by Immersive Learning Weeks where creativity and drama are used to motivate, engage and provide learners with immersive learning opportunities.

Planning

Maths is organised into blocks of learning, with a 2 week focus on each of the areas of maths each half term to ensure breadth of coverage. Maths medium term planning is colour coded in blue for the whole school. Medium term planning includes individualised objectives, groupings of children, children's levels, staffing, differentiation, opportunities for challenge and outdoor learning. Short term planning is shared with class teams showing clear objectives, differentiation, children's levels, ideas for lesson activities, possible next steps, staffing and challenge activities.

EYFS follow their own bespoke curriculum in which maths is split into 2 strands – Number and Shape, Space and Measures.

Pre-formal curriculum classes use the Engagement Model to inform their planning.

Formal curriculum classes use the bespoke Maths Planning Tool created by the Maths HUB.

Medium term planning is submitted to the Senior Leadership Team on a termly basis and is moderated by the Maths HUB.

Subject Knowledge

Staff training takes place throughout the year through inset days, staff meetings and whole staff training sessions during team meeting times. Staff also develop their subject knowledge through adapting teaching methods and resources to share with parents through workshops and information evenings. Thursday training sessions are based on feedback from Pupil Progress meetings as well as feedback from staff questionnaires and staff appraisals.

Assessment and Target Setting

Our tailor-made assessment tool is accessed through the Classroom Monitor website. The assessment tool is used to assess children working on the formal curriculum; we also use the assessment tool to set new targets. Assessments are recorded onto the class assessment grid on three occasions throughout the year, October, February and May. The assessment grid is colour coded to identify children who are making less or greater than expected progress in Maths.

Examples of work are recorded on Classroom Monitor linked directly to learning objectives. These examples of work are used to enable SLT to moderate teaching and assessment.

Where appropriate, Year 2 and Year 6 children have access to the Key Stage One and Two SATs papers.

For children in EYFS and those pupils working in the pre-formal curriculum, all staff carry out focused assessments which are recorded on tapestry. These assessments are filed and are regularly reviewed by teaching staff.

In the EYFS, Development Matters is used as an assessment tool. Pre-formal curriculum classes track children through the 'Cherry Garden' assessment tool on Tapestry, which is based on the Branches model.

Monitoring

The Senior Leadership Team and the Maths HUB group monitor Maths through learning walks, planning scrutinies, book looks and lesson observations. Book looks take place with class teachers and an area for development is decided which will be revisited later in the year.

Planning scrutinies are used to ensure sufficient coverage of maths and that classes are blocking into the 3 areas (number, geometry, measure).

Examples of teaching and learning evidence is recorded on Classroom Monitor for each child working within the Formal Curriculum. Evidence of work and progress is recorded on Tapestry for children working within the EYFS and Pre-formal curriculum.

Each term, one week is allocated for teacher assessment where staff review the progress of each child in all areas of maths.

Pupil progress meetings are held once every term by the school assessment team and maths lead. Class teachers attend the meetings to review their teacher assessments in the focus area for maths which is currently Problem Solving through real life learning experiences. During pupil progress meetings, the class teacher, assessment team and maths lead are able to discuss any issues or concerns impacting on the progress of individual children. During the discussion, class teachers are supported in how to address the issues and possible future needs/actions.

Resources

Each class has a collection of suitable resources to support all areas of maths, specifically tailored to meet the needs of their children. Teachers regularly assess and develop the resources used with their particular cohorts of children. Through staff training, we have developed a bank of resource and activity ideas to share as a staff.

Last year, new technology resources were purchased in line with our focus of using technology in maths.

All classes have been allocated £50 to purchase maths equipment to support problem-solving skills in maths.

Key issues for improvement

- To develop problem-solving skills through meaningful experiences.
- To develop mathematical subject knowledge and good practice across the school.
- To monitor focus children's progress in maths. R

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