**EYFS**

Curriculum progress model used

6 areas of the mathematics curriculum integrated into long term planning.

Number blocks used alongside to further engage children in Reception. Pupils have daily opportunities to explore number and mathematics through guided practice or independent play. Weekly planning/assessment grids used to identify which children need additional support and challenge. Monthly zoom with external consultant and colleagues from other schools from a range of localities. Children are encouraged to have a fluent understanding of number through the use of NCETM Mastering Number.

**Impact**

Essential skills and knowledge are prioritised and children are able to move successfully into the next year group. Children enjoy mathematics and access their learning at a level appropriate to their needs. Resources are used effectively, including the Calculation policy which is implemented consistently. Children understand the purpose of mathematics and can use their skills confidently in other subjects. Numerical targets achieved.

**Implementation**

Teachers follow Intent Documents. Planning overviews are used to support progression and awareness of National pitch for Mastery and Greater Depth. NCETM Assessment and DfE/NCETM Ready to progress materials included in these documents. Teachers integrate a range of resources as appropriate including White Rose, NCETM, Nrich, Mathsticks, fluency Grids. Fluency sessions used daily to reinforce key skills. Cross curricular links made.

**Intent**

To build pupils confidence and resilience and ensure that they are fluent and have conceptual understanding of key mathematical concepts. To ensure children can reason and problem solve in a range of mathematical contexts. Ensure that children have a positive experience of mathematics and understand the value and the purpose of maths for every day life.

**Parent Voice**

Parents generally report that their children talk about maths in a positive way. They would like additional support with knowing how to help children with their maths learning. Some parents feel that they don’t know enough about how their children are progressing in maths.

**Pupil Voice**

Children are confident when talking about their mathematics. They enjoy maths lessons. Children produce work that they are proud of and can talk about strategies that they use to support them. They liked fluency sessions and how they help them to remember facts they have learnt previously, whilst still feeling challenged.

**Staff Voice**

Teachers have been supported with planning by video training content for each small step and through Subject Leader support. Teachers have access to monthly Zoom support sessions with external consultants, they receive up to date training and support during these sessions and can ask questions/share concerns.

**Coverage and Progression**

Transition documents have been used to assess children’s starting points following the academic year 2022-23. These documents have been used alongside the intent documents to prioritise the topics to teach.

International day of maths (March 14th 2024) and Number day (Feb 2nd 2024) to provide opportunities to address areas that have not been covered fully. Geometry, Measures and Statistics will be covered once per week on ‘non-number Friday’. Teachers will consolidate areas taught in the previous year group to ensure that children can apply skills within Number units. Flashback 4 will be used at the beginning of every maths lesson to ensure that children can remain fluent in concepts taught last term, last week and be exposed to problem solving.

**Current Position
(data for EY, eoKS1 & eoKS2)**

EYFS – 56% GLD

EYFS - 70% Expected in Number

EYFS - 70% Expected in Numerical Patterns

KS1 - 64% Expected

KS1 - 17% Greater Depth

Multiplication Tables Check Outcomes

57.6% >19 11.5% 25

KS2 - 67% Expected

KS2 - 13% Higher Standard

**Subject Leader Role**

Actions and Impact

Subject Leader Training and Support

First 4 Maths Subject leader zoom – September

First 4 Maths Subject leader zoom - October

**Links to Curriculum/British Values/Cultural Capital**

Maths Days are planned to provide opportunities for links with other subjects. Teachers ensure links to other subjects are meaningful and purposeful by indicating which objectives are being taught or reinforced through other curriculum areas.

The five British Values are democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teachers are aware of the need to ensure that children value and respect each other’s different approaches to working on problems and calculations.

Mathematics enables children to develop skills to help them succeed in life, enterprise, imagination, resilience, ambition, cooperation, collaboration, communication.

**Section 4**

**Section 3**

**Section 2**

**Section 1**

**Intervention**

Interventions are linked to the teachers’ assessments of the children’s gaps. Teachers and Teaching Assistants using the Ready to Progress materials to prioritise areas that need to be delivered. Teaching Assistants carry out same day/ mop up interventions for pupils who do not meet the learning objectives of daily maths lessons. Teaching Assistants are secure in how to develop children’s independence and confidence. They are secure in the progression in mental and written methods. The Maths Subject Leader monitors the implementation of interventions and supports Teachers and Teaching Assistants in identifying next steps.

**Problem Solving**

Children develop understanding of routine and non-routine problems as part of the progression within units of work. Children reflect on the strategies that they have used to solve problems and reason about their methods.

NCETM: A pupil shows mastery of a concept, idea or technique if he/she is able to

* represent it in a variety of ways using both concrete, pictorial, abstract representations
* see connections between it and other facts or ideas
* recognise it in new situations and contexts
* make use of it in various ways, including in new situations.

A pupil showing mastery with greater depth is able to

* solve problems of greater complexity (i.e. Where the approach is not immediately obvious), demonstrating creativity and imagination;
* independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

**Reasoning**

Reasoning is embedded throughout the teaching sequence. All children given the opportunity to reason at their level within the 5 stages of reasoning.

NCETM: A pupil shows mastery of a concept, idea or technique if he/she is able to

* describe it in his or her own words
* explain it to someone else.

A pupil showing mastery with greater depth can

independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.

**Fluency**

Calculation Policy is applied consistently across the school. Staff are secure with subject knowledge and the implementation of policy. Written and mental methods taught consistently across the school. Strive for Five approach to calculation. Maths working walls show key skills that children need to retain, vocabulary, models and images to support learning are included on the displays. Arithmetic skills are practised as part of the daily fluency sessions. Homework gives opportunities to practise key skills through Maths Shed, Mymaths, TTRS and Numbots. Arithmetic tests are completed each fortnight. Following an analysis of the children’s responses, fluency sessions are planned to address areas of development.

Children who are not fluent with the Ready to Progress statements for their year group are targeted for further support. Times table tests are completed in Years 2 – 6 at an appropriate level.

**Assessment**

Staff aware of expectations for Mastery and Greater Depth. Pre and Post tasks used to inform planning. First4Maths Assessment Tags completed at the end of each unit and tracked using DC Pro. Book scrutinies/discussions between Subject Leader and teachers each term. NC tests provide formal assessments EoKS2. EoKS1 assessments will be used at the end of June to support with transition into KS2. PUMA assessments to be used for each other year group in KS1 and KS2.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| SEND |  |  |  |  |  |  |  |
| Pupil Premium |  |  |  |  |  |  |  |
| Other Vulnerable Groups |  |  |  |  |  |  |  |
| Curriculum Gaps |  |  |  |  |  |  |  |
| Use of TAs 🡪 Impact |  |  |  |  |  |  |  |
| CPD 🡪Impact |  |  |  |  |  |  |  |
| Moderation Outcomes |  |  |  |  |  |  |  |
| Implications for Transition |  |  |  |  |  |  |  |
|  **Notes** |