



Curriculum Intent, Implementation, Impact



Maths



What is our intent?

'I like maths and I've been learning my tables. I am good at maths even though some of it is tricky.'

Y2

It is the responsibility of the Subject Leader to ensure that overall standards for Mathematics are good or better. This involves:

Promoting up-to-date good practice by leading or arranging INSET and/or staff meetings in conjunction with the Senior Leadership Team.

Monitoring standards, which involves; lesson observations, planning & work scrutiny, pupil interviews, moderation, learning walks and team teaching. This is carried out with the support of the Headteacher and link governor.

Regular management time is allocated to undertake monitoring activities. Contributing to whole school planning activities and curriculum development.

Providing support, guidance, coaching and mentoring of staff with the aim of improving their skills, knowledge and understanding of the teaching of mathematics.

Deploying, directing, guiding and providing feedback about performance of Teaching Assistants/HLTAs and volunteers with the aim of maximising pupil progress.

Analysing data and tracking and monitoring children's progress in Mathematics.

Regularly updating an action plan for subject development across school, giving the Headteacher and governors an annual summary in which strengths and development points are evaluated and areas for further improvement are indicated.

Ensuring that up-to-date knowledge of changes in the curriculum are cascaded to staff.

Ensuring that resources in school match the needs of the children.

Writing or updating policies in Mathematics.

Liaising with the named member of the school's governing body to provide briefing of the teaching of Mathematics in school.

Attending Maths Subject Leader's meeting and any additional CPD that will support the children's progress in Mathematics

'I like to see my scores up each week. I'm starting to feel more confident with maths and actually enjoy the challenge.'

Y6

'My teacher helps me to learn new things every day. Maths is fun!'

Y3

How will we implement it?

Foundation Stage

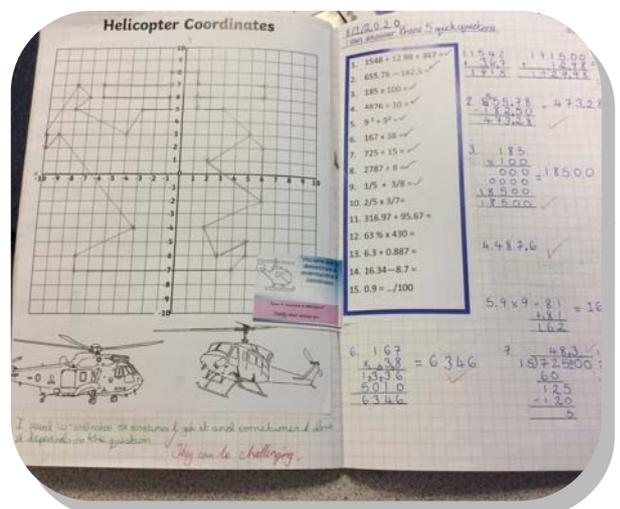
The programme of study for the Foundation stage is set out in the EYFS Framework. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe Shape, Spaces and Measures.

Key Stage 1

The principal focus of Mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools). At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 100 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

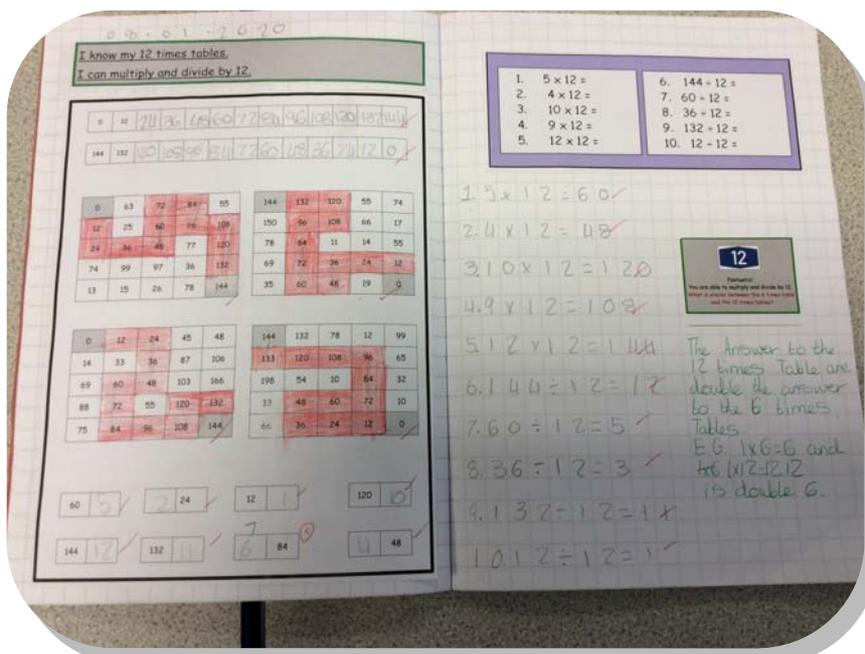
Lower Key Stage 2

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.



Upper Key Stage 2

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.



What's the impact so far?

Key Stage One

At the end of KS1 the percentage of pupils achieving expected standard or above is 83%. This has increased by 4%. The percentage of boys achieving the standard or better is 69% and girls is 94%. There is a gap of 25%. Overall the cohort is above National Average (76%).

At the end of KS1 83% of disadvantaged pupils achieved the expected standard compared to 79% Nationally. The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally.

At the end of KS1 27% of pupils are working at greater depth. The percentage of pupils achieving greater depth has decreased by 1%. The percentage of boys achieving greater depth is 23% and girls is 29%. Therefore, there is an achievement gap of 6%. The cohort is above National Average (22%).

Key Stage Two

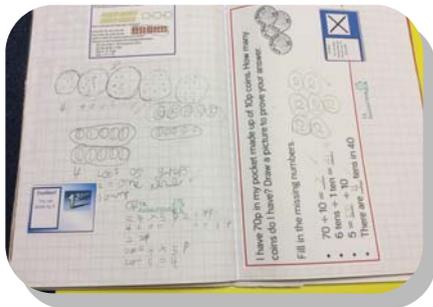
At the end of KS2 the percentage of pupils achieving the expected standard or above is 81%. This has decreased by 5%. The percentage of boys achieving the standard or better is 56% and girls is 94%. There is an achievement gap of 39%. The cohort is above National Average (76%).

At the end of KS 50% of disadvantaged pupils achieved the expected standard compared to 80% of 'other' pupils Nationally. There is an achievement gap of 30%. Disadvantaged pupils are below National (63%).

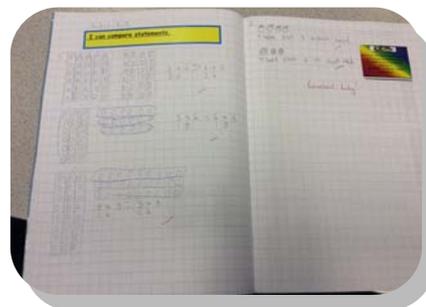
At the end of KS2 percentage of pupils working at greater depth is 27%. This has decreased by 11%. The percentage of boys achieving greater depth is 0% and girls is 41%. There is an achievement gap of 41%.

Supporting Pupils

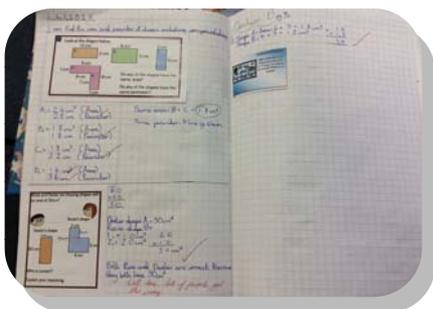
Pupils who are not making expected progress have been identified in all year groups and intervention is in place to cover gaps in learning and address basic skills.



Year 2



Year 3



Year 6



Year 5