



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – Maths**

**MATHS LEADER: Annabel Devlin**

### **Subject Overview:**

At Primrose Hill, we deliver a curriculum based on the concept of 'Mastery' which enables all children to broaden and deepen their mathematical understanding. The large majority of children progress through the curriculum at the same pace and careful differentiation, through additional support and various depths of questioning, is implemented to meet the needs of children with varying abilities. Children should become fluent in the fundamentals of maths and varied questioning and practise ensures that children can apply their knowledge to a range of problems. We teach mathematics in mixed ability groups and this encourages discussion, growth mindset and resilience. We also ensure that there are opportunities to further enhance the skills of children, providing appropriate challenges to develop the application of the skills being taught. Additionally, pupils who are not as fluent with earlier material are provided with opportunities to consolidate their understanding within lessons and through additional intervention. The intention of this approach is to include all children within the curriculum, enabling them to 'master' the fundamentals of mathematics and develop the skills that they need for the 21<sup>st</sup> Century.

### **Fundamental Great British Values:**

At Primrose Hill, we have a responsibility to prepare children for the next stages in their lives and in modern society. Within this subject, we promote values such as mutual respect, tolerance and liberty through our 'Growth Mindset' approach to learning. This ensures that children have a safe space to have a go at answering problems and can question and reason about their mathematical understanding, free from constraints, within an inclusive environment. Through mixed ability peer work, children are encouraged to discuss their learning, thus promoting respect for each other and working within our vision of "Together we will make a difference".

### **Planning:**

Our planning at Euxton Primrose Hill Primary School is guided by the White Rose planning support materials which enables us to spend more time teaching the key areas of learning for each year group. Children progress through the curriculum using a 'small steps' approach, ensuring that they can build on their skills and utilise these within a range of contexts. In line with the National Curriculum, children will build competency by becoming fluent in the fundamentals of mathematics, increasing complexity over time and recalling knowledge rapidly and accurately. Children will be able to reason mathematically following a line of enquiry. Vocabulary is a key part of mathematics and being able to discuss concepts, generalise and develop an argument to justify or prove a theory is fundamental to building resilience within mathematics. Additionally, children should implement all of their skills to answer a range of problem-solving questions, understanding which processes to use and manipulating information to ease the complexity of the tasks at hand. Careful questioning is integrated into lessons

to assess the development of the children's understanding and through this, they are supported or challenged as necessary.

A quick recall of arithmetic facts is fundamental to the development of children's mathematics and the journey towards fluency includes practise and consolidation. At Primrose Hill, children focus on learning specific skills over a week, such as times tables or number bonds, and within lessons or 'Good Morning' work, opportunities are provided to develop speed and accuracy. Parents are also informed of these facts so that further consolidation through home support can take place. Within school, we also have 'Maths Mates', a group of children from Year 5, who visit Key Stage 1 children once a week and work on establishing any facts that the children may be struggling with on a one-to-one basis.

### **Assessment:**

Within Mathematics, we constantly assess the progress of the children and this information impacts provision and future planning. The majority of children work through the same content, but differentiation through the 'Mastery' approach is offered through support, challenge and intervention, enabling all children to grasp the objective of the lesson. Pupils' difficulties and misconceptions are identified immediately and addressed with rapid intervention, either within lessons or individual or small-group intervention, whilst high attainers are offered more demanding problems that further deepen their understanding of the same matter.

Children are assessed summatively at the end of each term and this data is used to identify next steps for groups and individuals through Pupil Progress meetings. Intervention for support and challenge is then implemented through discussions with the class teacher and the Senior Leadership Team. Pupils' progress and attainment in mathematics is shared with parents through consultation evenings and report cards that are distributed on a termly basis. Children are also assessed at the end of each Key Stage as stipulated through national guidance and in-line with government expectations.

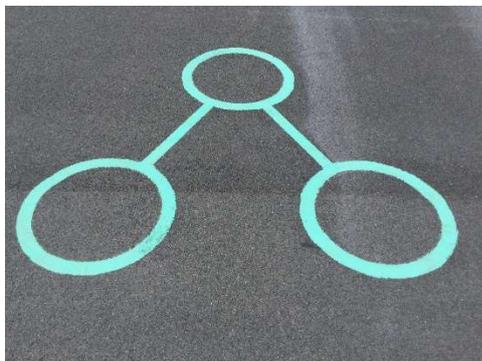
Additionally, we also use our assessments to inform the future and vision of mathematics at Euxton Primrose Primary and targets will be implemented within our school development plan. These targets include actions that will be applied across the year and the maths subject leader is responsible for monitoring and evaluating this progress.

### **Collecting evidence:**

At Euxton Primrose Hill Primary School, we are able to monitor progress within mathematics through a range of evidence. On a termly basis, we examine books and planning across all year groups and observe teaching, ensuring that targets are being worked towards in line with our school development plan. We also collate a pupil voice through interviews and a parent voice through questionnaires. Our Governors are well informed of standards through twice termly Governor Meetings, where subject updates on attainment and development for Mathematics are shared, analysed and clarified. Through annual Governor Weeks, members of the Governor body spend time in school, experiencing Maths lessons and talking to the children.

### **Enrichment opportunities:**

The Maths curriculum is greatly enhanced through children having the opportunity to use our school grounds to stimulate their learning – our recent playground markings include many mathematical additions such as a giant hundred square, part/whole models and decimal point steps.



Our Playground Markings at Primrose Hill

Through the use of computing programmes, such as Times Tables Rockstars and Mathletics, we are able to offer more support for our children’s learning within and outside of school.

This year we also had a visit from The Football Development Programme, which was used to develop Key Stage 2 football and numeracy skills.





Key Stage 2 Football and Numeracy Day

**Targets:**

Ensure that all staff are teaching a 'Mastery approach to Mathematics.	<ul style="list-style-type: none"> <li>• Work with a Maths Hub specialist to develop school approach to mastery – (Primary Mathematics Teaching for Mastery Work Groups).</li> <li>• School to continue to use White Rose support materials to assist with planning, using a 'mastery' approach to learning.</li> </ul>
To further develop quick recall of Maths facts and arithmetic, including Times Tables.	<ul style="list-style-type: none"> <li>• Children to be given one maths fact skill per week. This will be practiced and progress will be monitored.</li> <li>• Teachers to ensure that all calculations are covered throughout the year.</li> <li>• Maths mates to work with identified Key Stage 1 children to provide further support in developing fluency and speed.</li> <li>• All children to access Times Tables Rockstars for regular and fast practise.</li> <li>• Children Y2-Y4 to develop fast recall of times tables through regular practise.</li> </ul>
To increase the number of greater depth children working within their year group.	<ul style="list-style-type: none"> <li>• Staff to continue to use the White Rose support materials to further develop a concrete, model, abstract approach, ensuring greater depth.</li> <li>• Children with AGD potential to receive guided intervention to challenge them through conceptual problems – AD and Headteacher to monitor pupils progress through regular meetings.</li> </ul>

**Impact of staff training:**

STAFF CPD	<ul style="list-style-type: none"> <li>• 1 x Promoting Great Depth – training from Lancashire Consultant – all teaching staff.</li> <li>• 1 x Staff feedback run by AD from 'Moving Pupils to Greater Depth' course.</li> <li>• 1 x TA feedback run by AD from 'Moving Pupils to Greater Depth' course.</li> </ul>
SL CPD	<ul style="list-style-type: none"> <li>• 1 x Maths Workshops for parents – all teachers for each class.</li> <li>• 3 x external training with Maths Hub             <ul style="list-style-type: none"> <li>○ Moving Able Pupils to Greater Depth</li> <li>○ Using Maths Toolkits to Develop Mental Maths.</li> <li>○ 'Using manipulatives to promote reasoning and build pupils' critical thinking skills.</li> </ul> </li> <li>• Ongoing visits with Maths Hub as part of Workshop programme. Visits include observations of other schools, Shanghai lesson, cluster meetings. Visits to Primrose Hill have focussed on examining our journey to Mastery.</li> <li>• 1 x Greater Depth training – St Georges Cluster group.</li> </ul>

**Future Targets:**