



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life, and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential

Subject Leader Report - Mathematics

Subject Leader(s): Simone Napier

INTENTION - Subject Overview:

At Farington Moss St. Paul's, we provide our children with a creative and engaging Maths curriculum following the 'White Rose Education' scheme that empowers every child to understand and succeed using a whole class mastery approach. By using a positive 'I can do it' growth mind-set, which encourages hard work, practice and a willingness to see that 'mistakes are cool' everyone has the potential to achieve. This approach fits perfectly with our whole-school growth mind-set beliefs. We provide challenging activities through real-life contexts which enable all children to flourish and thrive in the gift of life. Our children will have developed the mathematical foundations along with their Christian and British Values to be successful all-round contributors to their community.

IMPLEMENTATION - Planning:

The Inclusive approach to planning results in the whole class moving through concepts at the same time and when everyone has grasped it. This is essential for our children, as it broadens the opportunities for learning by children mastering concepts one step at a time in lessons that use a Concrete-Pictorial-Abstract (C-P-A) approach which builds on prior learning and helps them see patterns and connections. Same-day intervention ensures the majority, if not all children achieve sustained progress and ensures struggling learners keep up with their peers. This improves the confidence, resilience and perseverance. Deeper understanding through a mastery approach is also achieved by a number of our pupils.

Knowledge and understanding is developed in reasoning and problem solving, as well as fluency in recalling and using number facts and procedures accurately. As the whole class works on the same content through a modelled, shared, discussed and evaluated process, no child is left behind and this improves the confidence and resilience in each learner. Opportunities are provided for pupils to reflect and discuss their understanding. For example, pupils have opportunities to verbally reason their choices for calculations using accurate mathematical language to prove and justify their understanding with their peers giving them deeper understanding and knowledge.

The White Rose Education scheme links directly to the National Curriculum aims including the new EYFS Frameworks Early learning goals and time is built in for regular revisiting of learning throughout the year.

The scheme is supported through the pupils' workbooks and an online platform with access to clips and PowerPoints to explain concepts, deeper mastering tasks and fluency.

IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:

Formative assessment is used effectively to inform children's immediate next steps and future learning. Teachers use a range of assessment methods: end of unit checks, termly summative assessment, regular book sampling by the subject leader, lesson observations, pupil voice, classroom walk-throughs, interactive and informative displays, termly progress meetings and teacher evaluations of pupil performance against strands of maths. This ensures standards are being met at the end of EYFS, KS1 and KS2 in relation to the mathematics Early Learning

Goal and the mathematics National Curriculum programme of study. All forms of intervention enable a greater proportion of children to be on track to meet age-related expectations or in the case of those working significantly below expectations to make better than expected progress. At Farington Moss St. Paul's C.E. Primary School, standards are high as demonstrated by end of year assessments and Key Stage results. Teacher judgements are internally moderated and based on current best practice using national exemplification where appropriate. The senior leadership team, subject leader and members of the Governing body review the curriculum and the impact of any improvement initiatives as part of the school improvement plan.

IMPLEMENTATION AND IMPACT – Enrichment Opportunities:

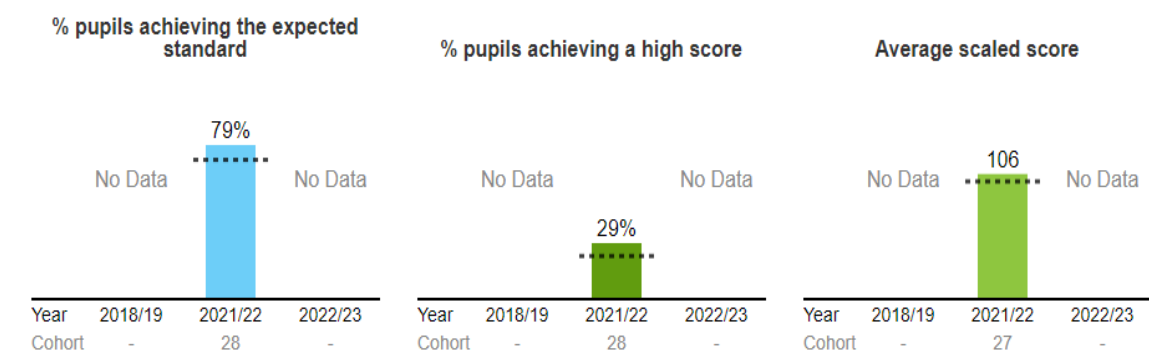
Our Mathematics curriculum is enhanced through the use of our outdoor learning environment, extensive school field and grounds and outdoor classroom. This allows children to explore mathematics practically to reinforce their concrete understanding. The Early Years have many opportunities to discover maths practically using the outdoor provision as part of their daily lessons. Teachers foster a love of mathematics through a cross-curricular approach and enrichment opportunities enable children to develop their mathematical skills within these activities. For example, mathematical fluency can regularly be seen in music and PE lessons. Times tables challenges are set according to pupils' ability. Children have taken part in Maths competitions against other local primary schools run by the local secondary school.

IMPACT – Targets:

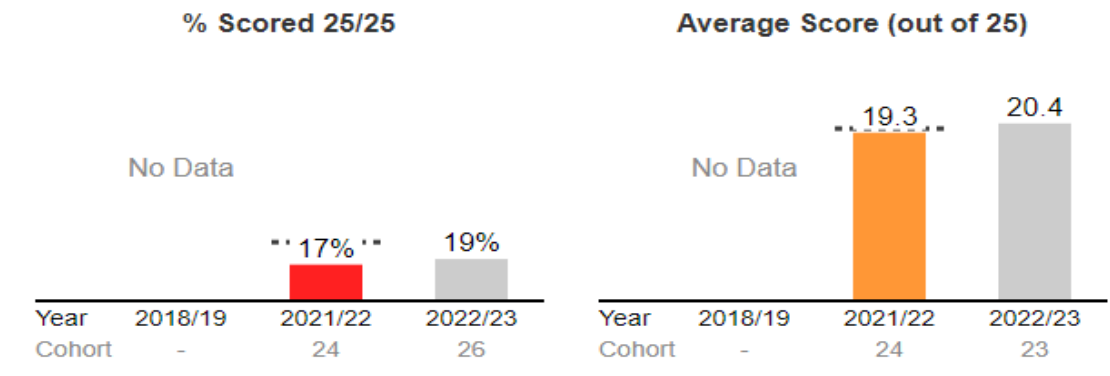
Target	Evaluation
To increase the % of pupils achieving age-related expectations.	KS2 SATS 2024 Results for maths - - Expected - % (National %) - Greater Depth % (National %)
To increase the % of disadvantaged pupils making good progress/achieving age-related expectations by the summer 2024	% of PP reached their predicted expectations.
To provide an enrichment day as part of STEM	Alternative provision has been to enable children who have been working at greater depth to continue their learning through the use of Power Maths. This scheme runs alongside White Rose Education and enables children to work independently.

Key Stage 2 – Maths

Scores range from 80 to 120. A score of 100 or more achieves the expected standard. A high-score is 110 or more.



Multiplication Tables Check (MTC)



IMPACT - Staff Training:

STAFF CPD	• Training to be in place for the EYF teacher to implement the WRE programme in the EYFS. • Introduction of the WRE programme to the children of the EYFS. • As a team, look into the updated version of WRE to discuss if it is fit for purpose for the children at Farington Moss St. Paul's. • Continue to receive CPD for maths in relation to the knowledge and understanding from the Maths Hub.
<u>Subject Leader</u>	• Subject Leader to attend subject network meetings • Continue to monitor the teaching and learning of maths. • Evaluate the teaching and learning of the WRE programme throughout school • Continue with engagement with the Maths Hub to enhance Mastery in Maths across the school.

FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:

- To join the local Mathematics Hub and work in conjunction with them throughout the year to improve the delivery of maths and embed Mastery for learning in mathematics.
- Continue to raise attainment in Mathematics above local and national standards for all pupils
- Develop further enrichment opportunities through fluency- including times tables and arithmetic