

# Position Statement July 2019

<b>Co-ordinator</b>	Danielle Hunter	<b>Subject or Aspect</b>	Maths
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- Intent**
- To what extent does the school’s curriculum set out the knowledge and skills that pupils will gain at each stage?
  - How does our curriculum plan set out the sequence and structure?
  - How does it cater for disadvantaged and minority groups?

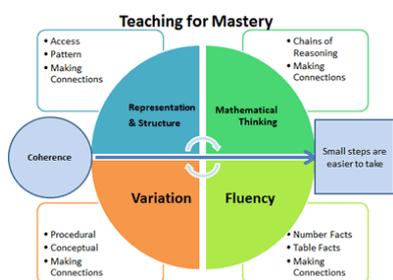
Maths at Meadow View Primary School is delivered with the aim to **inspire** children and to teach them mathematical skills, using an exciting approach. We aim for children to become **masters** of their learning. Children are provided with work at a mastery level and a greater depth level to **challenge** their thinking further.

Presenting a problem and developing the skills needed to solve that problem is **motivational**. Teaching maths via problem solving increases the number of individuals who **think for themselves** in a constantly changing environment. As teachers, we support our children to **develop the skills** they need when faced with questions in a variety of mathematical situations.

Teachers plan the **small steps** necessary for all groups of children to achieve a **concept**. **Concrete** resources are used by all to ensure children are successful in their learning journey.

- Implementation**
- Consider the way that the curriculum is developed and how it is taught and assessed in order to support pupils to build knowledge and to apply that knowledge as skills.
  - How does your subject join with cross-curricular planning?
  - How are we encouraging progression?
  - How do we differentiate for different ability groups?
  - How do you know staff have/have not got the correct subject knowledge?

During maths lessons, children are given the opportunity to work with a mathematical skill at a greater depth, encouraging children to broaden their understanding and make links between different areas in maths. We ensure that within a maths lesson there is variation to enable children to **think and apply** a range of mathematical skills. Questioning and deep thinking are valued, **mistakes are seen as useful**. All children contribute and their suggestions are valued. The children are given a range of practical based activities and open ended challenges that equip them with the necessary skills in mathematics. Teachers ensure that they teach using an **explore** (teacher models) and **exercise** (children complete) approach, which allows children to practise and apply skills and see maths within a context. Within every classroom there is a maths learning wall or help desk and resources for children to access independently to support their learning and to show their learning journey as a class. Children have access to resources to support their learning. Concrete resources must be used by all children to fully experience the concept being taught and to explore it at a deeper level.



When planning, teachers consider the **5 Big Ideas** for teaching for mastery and ensure that they are providing opportunities for the children to experience them.

Following the **White Rose yearly overviews** provides us with the opportunity to deepen children's learning for each mathematical area. These overviews **sequence the small steps** of learning required for children to be **successful mathematicians**. As a school, we developed the use of 'S' planning. Teachers plan a block of learning out following the White Rose overview. The 'S' plan shows the small steps necessary to achieve the objective This enables the shift from it being a single lesson to a concept being taught in an **explorative way**. Sometimes teachers may need to spend longer on some key concepts than others. The **timetable** has been structured so that part way through the lesson, children go out for personal development tome e.g. the daily mile whilst the teacher marks and assesses who can be moved onto the next level of work.

### Impact (Include data)

- Outcomes that pupils achieve
- How do we use evidence of pupils learning to feed into planning?
- How well do we consolidate learning?
- How do we know that knowledge and skills are in children's long term memory?
- How do you know that your subject is having an impact across all pupils, including those disadvantaged?

At Meadow View Primary school, we focus on providing the children with **constructive feedback** using the school's marking policy. We ensure that we **celebrate** areas where the children are successful. We use a stamp system to move learning on during lessons. If children are moving onto mastery level of learning or learning at a greater depth, then they will receive a '**progress to next step**' stamp in their book. **Verbal feedback** is also given in the form of a stamp. Any **editing** that the children need to action is completed in green pen alongside their original question. We model high expectations and encourage children to take pride in their learning. As teachers, we can clearly see the impact the lesson design has had on the children through our 3 levels of work, stamp system and verbal feedback.

Children are given the opportunity to apply learning across different areas of maths during mastery or greater depth, which enables children to consolidate learning and ensure that skills are in the long term memory.

Any child who is finding a particular mathematical area difficult will have the opportunity to visit the **target table**, therefore allowing them to have **success**. The particular skill will be followed up with the child to ensure understanding.

Teachers **adapt** the 'S' plans after reflecting on the learning during the lesson. If the teacher feels the concept needs to be looked at again, they will plan different activities for the children based on the same skill. Likewise, they will move onto the next concept when the children are secure in their understanding.

### Headlines of data 2018-2019

#### EYFS Attainment 2019

Percentage of children at expected or above (Number of FS children - )				
	2019	National	Against National	Against Last Year
GLD				
Maths Expected				
Maths Exceeding				

#### EYFS Attainment 2018

Percentage of children at expected or above (Number of FS children -21 )				
	2018	National	Against National	Against Last Year
GLD	16/21 76%	71.5%	+4.5%	-0.5%
Maths Expected	13/21 61.9%			-29%
Maths Exceeding	4/21 19%			+7%

#### EYFS Attainment 2017

Percentage of children at expected or above (Number of FS children - 34 )				
	2017	National	Against National	
GLD	26/34 76.5%	70.7%	+ 5.8%	
Maths Expected	90.9%	78%	+12.9%	
Maths Exceeding	12%	12%	0%	

#### KS1 Attainment 2019

Percentage of children at expected or above (Number of Y2 children - )				
	2019	National	Against National	Against Last Year
Expected				
Greater Depth				

#### KS1 Attainment 2018

Percentage of children at expected or above (Number of Y2 children - 34 )				
	2018	National	Against National	Against Last Year
Expected	24/34 70.6%			-17.3%
Greater Depth	9/34 26.5%			+8.3%

**KS1 Attainment 2017**

Percentage of children at expected or above (Number of Y2 children - 33 )			
	2017	National	Against National
Expected	29/33 87.9%	75.1%	+ 12.8%
Greater Depth	6/33 18.2%	20.5%	-2.3%

**KS2 Attainment 2019**

Percentage of children at expected or above (Number of Y6 children - )						
	2019	National	Against National	Combined	Combined National	Against Last Year
Expected						
Greater Depth						

**KS2 Attainment 2018**

Percentage of children at expected or above (Number of Y6 children - 30 )						
	2018	National	Against National	Combined	Combined National	Against Last Year
Expected	13/30 43%	76%	-33%	11/30 37%	65%	-36.4%
Greater Depth	4/30 13%			1/30 3%		+7.1%

**KS2 Attainment 2017**

Percentage of children at expected or above (Number of Y6 children - 34)						
	2017	National	Against National	Combined	Combined National	Against National
Expected	27/34 79.4%	74.7%	+4.7%	18/34 52.9%	61.4%	
Greater Depth	2/34 5.9%	22.6%	-16.7%			

**Whole School Data 2019**

**Y4 MTC Pilot**

<b><u>0-5</u></b>						<b><u>6-10</u></b>					<b><u>11-15</u></b>					<b><u>16-20</u></b>					<b><u>21-25</u></b>					
1						2					8					2					18					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	
					1		1		1		1		2	1	4					2		4	3	3	5	3
<b>31 Children</b>																										

- Some children found the timing difficult and had the correct answer but ran out of time to select enter.
- If the wrong number had been typed/wrong number key caught and the children wanted to delete and change, there was very little time for this.
- On a few occasions, the children didn't put enough pressure on the number key so it didn't register the correct answer.

### **Strengths for 2018/2019**

- Lesson observations being strong.
- The timetable for teaching maths.
- 'S' planning
- Reviewing variation in the context of lessons for all staff.
- Accessing the slides to support our teaching.
- Introducing TT Rockstars.
- Being part of the trial pilot for the Maths Time Table Check.

### **Priorities for 2019/2020**

- Progression from Foundation and Y1.
- Foundation long term overview.
- Developing an overview of teaching time tables per term for Years 1-4.
- Supporting the Y4 teacher with the Maths Times Table Check.
- Encouraging the use of stem sentences when children give answers.
- Exploring the term 'reasoning' further.
- Further embedding and exploring of TT Rockstars
- Continue to embed the 5 Big Ideas.