Subject Assessment Headlines:
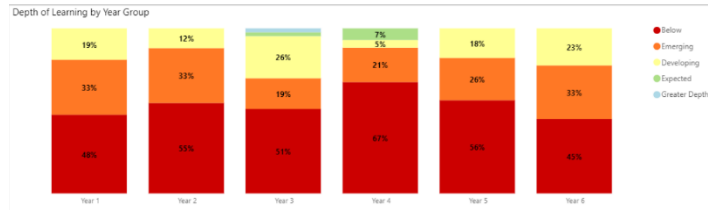

- On average, around 54% of the children from Yr1 to Yr6 are working BELOW ARE in Maths after Autumn 1 NFER Summative Assessments.
- The percentage of children working below ARE is highest in our Year 4 cohort – a targeted cohort that we are tracking closely through school (high percentage of lower attainers at KS1 SATS and SEND pupils.)
- The Disadvantaged group - of pupils 36% are working below ARE, which shows a slight improvement on the whole school picture.
- The highest rate of progress across the school is in Year 2 and Year 5, again averaging just over 2 steps progress.
- Highest attainment of children working at ARE in year 6 – 55%

Subject Strengths

- HD's subject knowledge the curriculum and understanding of progression using adapted progression maps from T Loughran
- Master Planning Slides used for maths consistently in school, sharing Learning Challenges, Sticky Knowledge, making connections and success criteria
- Maths Policy has been updated and calculation policy reflects current progression in calculation – as advised and support by T Loughran
- Standard of marking stretches and encourages chn to reflect on their learning through FW comments and whole class feedback – purple pen. Recent Book Look supports this.
- Books show greater consistency and improving presentation across departments
- Raising profile of subject through maths competition, Maths Week England engagement, TT Rockstars battle and SJSB Twitter feed – promoting maths at home and across the school

Areas of development:

- Attainment across school has been significantly impacted by the Covid 19 Pandemic
- Ensuring that books show progression in skills and knowledge – teachers working with Tara's progression map
- Teacher's having targeted mathematicians – who they target for purple pen regularly in mathematics, additional hotspots and intervention.
- Action Plans from Consultation shared with Staff, whole school push on measurement and problem solving opportunities

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6. Governor Link
- Regular meetings with governor to discuss data, pupil voice.
- Assessment update delivered to governors December 2020
- Asks challenging questions and are accountable for their part here. Invite STEM governor in Spring 2

5. Parent Links
- Parent workshops and stay and learn sessions postponed sue to Pandemic
- Maths homework and support provided on Seesaw – parents can message teachers for help with homework
- Remote learning – always a maths focus with success criteria to support parents
- Curriculum newsletters each half term explain next steps in maths learning
- Maths learning celebrated and promoted on twitter and info shared on Parent Hub

4. CPD/ staff meetings
- Identify gaps in subject knowledge including TAs.
- Continue working with Tara Laughran to ensure progress in expectations into 2021
- Arrange training remotely – some staff targeted December 2020
- Problem solving – are staff teaching it and confidently using the problem solving approach and slides? Staff meeting Spring 2021
- Reception & Y1 – observe evidence of problems solving linked to areas of provision – Spring 1
- Must learn to think like mathematicians using prob solv to promote these principles.
- Problem solving language displayed on maths working walls – consistent Y1-6
- Focus on Depth – evidence of problem solving in books?

7. Raising profile of subject:
- Primary Quality Mark Assessment Spring 1
- Maths competition and Maths Week England
- Maths competitions for able mathematicians - last 2 years
- Twitter - #sjsbmaths
- Pupil voice Autumn 2 – identify what the pupils want more of

Subject Next Steps Maths

3. Assessment
- Identifies gaps in performance/ areas of weaknesses with teachers within the curriculum.
- Support them with planning and provide staff training where needed – TAs attending training
- Organise interventions with specific focus – precision teaching, Sums up, Max's Marvellous Maths
- Regularly assess progress via check ins, focus learning tasks and pre assessment tasks
- Knowledge organisers used?

1. Monitoring
- Maths monitoring – remotely looking at maths consistency across year groups
- Ensure teaching & deployment of adults is consistently good or better.
- Support NQTs with maths development – particularly focussed on challenge and mindset
- Book Looks – regular and remotely
- Subject feedback reports send after consultation in March 2020 – progress towards this monitored October 2020. Next consolation January 2021

2. Curriculum & Book Monitoring
- Maintain high expectations & identify support needed in planning or teaching.
- Identifies immediate problems there are – twice every term
- Progress – look at progress closely after each formal assessment period – Autumn 1, Spring 1 and Summer 1
- Challenge – teaching to the top (and adjusting for SEN, LA and personalising learning and provision)
- Coverage of curriculum – regular book looks by staff and Tally of areas
- CPA approach – evident in books?
- High quality next steps – chn are responding & reflecting on learning.
- Misconceptions are addressed quickly – hot spots evident