



# EUXTON PRIMROSE HILL

Primary School

*"Together we will make a difference."*

## **Subject Leader Report – Maths**

**MATHS LEADER:** Daniel Tooby (EYFS), Claire Chamberlain (KS1), Lloyd Davies (LKS2) and Molly Burns (UKS2)

### **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. Our aim is that all children will develop procedural fluency and a deep understanding of the number system in order to become efficient, accurate and flexible thinkers; can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios and can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

The large majority of children progress through the curriculum at the same pace. Adaptations and various depths of questioning are implemented to meet the needs of children with varying abilities. Our maths teaching 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.

Within this subject, we promote values such as mutual respect, tolerance and liberty through metacognitive approaches 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 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".

### **Curriculum Mapping Rationale**

At Euxton Primrose Hill Primary School, our planning 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. This is supplemented by other resources such as 'I See Reasoning' and NCETM documents to create a curriculum which aims to broaden the children's mathematical understanding. Key areas of learning within year groups are developed with a greater emphasis on the breadth and depth of subject knowledge, providing children with the confidence to express their ideas using mathematical language and vocabulary. 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 number fluency through the NCETM Mastering Number sessions in EYFS, Key Stage 1 and Lower Key Stage 2. Within lessons, fluency-specific time or 'Good Morning' work opportunities are provided to develop speed and accuracy.

At Primrose Hill, we want to ensure that children are taught the foundations of mathematics and have an excellent grounding in number. Within the new EYFS Framework 2021, the education programme for Maths is built around supporting children to develop a strong grounding in number. It also includes greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning. The EYFS team use the White Rose Planning materials and NCETM Mastering Number Programme to tailor the learning to their provision, with a high focus on subitising and consolidation of early number skills. We want children at Primrose to be secure in the fundamentals of number whilst also fostering a love of maths and developing mathematical curiosity. Children are encouraged to develop their understanding of shape, number and numerical patterns through carefully planned provision and learning opportunities in all learning environments.

### **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 in line with our mastery approach. For some pupils adaptations to learning are required and provided through support (pre and post lesson teaching) 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, individual or small-group intervention, whilst high attainers are offered more demanding problems that further deepen their understanding of the same matter.





Through 'in the moment' formative assessment, staff identify and support children through immediate intervention when appropriate. If not, those who are at risk of gaps in learning emerging are supported through quality first teaching and, if necessary, 1:1 sessions, in order to maintain the mastery approach of all the class moving through the curriculum together at the same pace. Pupils progress is tracked at the end of each block using the White Rose assessment tasks. This important assessment information is then shared with the subsequent class teacher.

Children are assessed summatively at the end of each term, and are given a standardised score, which 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.

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

At Euxton Primrose Hill Primary School, we monitor progress within mathematics through a range of evidence. Whilst data gives a snapshot of attainment and progress, standards in Mathematics at Primrose Hill are continuously monitored using a plethora of approaches and methods. On a termly cycle, views are collated through pupil interviews (pupil voice), pupil book studies, peer moderation & coaching sessions. Governors are well informed of standards through curriculum committee and full governor meetings, here subject updates on attainment for different cohorts are analysed and subject developments shared.

## Enrichment opportunities

Year Group	Enrichment opportunity
<u>EYFS &amp; KS1</u> Mastering Number is utilised throughout EYFS and KS1	
<u>LKS2</u> Pupils undertook sessions in Orienteering. Pupils were able to use their position and direction skills and compass skills to navigate their way around the school environment.	
<u>UKS2</u> TAX and Business Pupils in UKS2 received an interactive session related to tax and business. Pupils learnt about how the tax system works in the UK and how to set up a business and associated costs.	
<u>UKS2</u> Money management sessions led by Debt Aware. Children have the opportunity to understand the value of money, how to ensure they are financially viable and how to budget effectively with the rise of living costs.	

## Review of Previous Subject Development Plan 2024/2025

Target	Steps to achieving target	Impact
➤ To continue to develop opportunities for oracy within mathematics lessons to support reasoning and problem solving	➤ SG to continue to research Oracy21 principles and devise PD programme for staff development. ➤ Staff meeting – development of existing practice/ review of vocabulary on calculation policy and use of sentence stems within current Mastering Number resources and WRM planning documents. ➤ TRG session observations/staff coaching opportunities. ➤ Development of working walls – staff coaching	➤ Oracy staff meeting led by Sam Goodyear Nov 2024. Bought additional Talk Toolkit Materials OUP to enhance opportunities for staff to embed Oracy in Mathematics ➤ Support across KS1 to ensure consistent talk being used in maths to support oral reasoning skills. ➤ Implementation of Listening Ladder as part of whole school approaches to developing oracy.
➤ To further embed multiplication strategy in LKS2 and implement	➤ Support for implementation form maths subject leader	➤ SG worked with Lloyd Davies to ensure that the multiplication

Mastering Number @ KS2 NCETM programme in Y4/5 to improve automaticity of key facts	<ul style="list-style-type: none"> <li>➤ Ongoing resources and training from NCETM</li> <li>➤ Basecamp group</li> <li>➤ Parent workshop</li> </ul>	<p>strategy was still being implemented effectively.</p> <ul style="list-style-type: none"> <li>➤ Excellent % increase in pupils scoring 25/25 seen in recent multiplication check.</li> </ul> <p>Pupils more confident in recognising patterns and seeing multiplicative relationships.</p>
<ul style="list-style-type: none"> <li>➤ To enhance metacognitive skills and self-regulated learning strategies, ensuring pupils become more aware of their learning processes and can independently apply effective strategies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff training during whole school CPD, implement strategies learnt to ensure pupils are using self-regulated strategies within their maths lesson.</li> <li>➤ Pupils to become effective at problem solving and choosing resources to support their learning.</li> <li>➤ Development of critical thinking skills in line with training materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupils are beginning to become aware of their learning processes and as mathematicians are becoming more reflective in KS2 about their preferred methods of working.</li> <li>➤ Further embed as part of the school SDP cycle</li> </ul>

#### **Staff training 2024/25:**

<b>Staff CPD Undertaken</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>➤ EYFS leader – NCETM SKTM programme</li> <li>➤ ECT – 1x member of staff ECT development programme SKTM</li> </ul> <p>Staff meetings (maths updates)</p>	<ul style="list-style-type: none"> <li>➤ EYFS lead to have mastery training for number to ensure high outcomes for pupils in EYFS.</li> <li>➤ Development of subject knowledge for ECT teacher – to embed mastery principles in classroom</li> <li>➤ Update staff in latest subject developments where appropriate. Training completed as identified. New EYFS lead and ECT have reported increased confidence in the delivery of a Mastery approach and pedagogical subject knowledge because of engaging in the SKTM programmes.</li> <li>➤ Oracy staff subject staff meeting – development of knowledge of oracy principles for staff. Use of Talk Tactics to enhance classroom practice.</li> </ul>
<b>Subject Lead CPD</b>	
<ul style="list-style-type: none"> <li>➤ NCETM Central and regional training sessions 6x per year</li> <li>➤ School Development Lead Programme NCETM</li> <li>➤ NCETM Sustaining training sessions with Abacus Maths hub</li> </ul>	<ul style="list-style-type: none"> <li>➤ SG to keep up to date with the latest developments within regional and national subject developments as part of Local Leader of Maths Education Network and NCETM.</li> <li>➤ SG to ensure information is disseminated to staff to continue high quality teaching and learning within the maths curriculum.</li> <li>➤ SG/LD to continue to network within local Abacus Maths Hub as part of sustaining work group.</li> <li>➤ SG to complete school Development Lead Programme with NCETM to further enhance opportunities to support other settings with maths development.</li> <li>➤ All training completed as subject leader. School Development lead accreditation gained through the NCETM Leadership Programme. Updates shared through staff meetings/email updates.</li> </ul>

### **Current Targets for Subject Development Plan 2025/26**

<b><u>Target</u></b>	<b><u>Steps to achieve target</u></b>	<b><u>Impact</u></b>
➤ Carefully review the maths curriculum, ensuring clear coverage between schemes of work, the national curriculum.	Complete a Curriculum Mapping Audit by comparing each unit from White Rose Maths with the National Curriculum objectives to identify gaps or overlaps.  Collaboratively review the curriculum with staff to ensure it reflects classroom realities and supports progression across year groups.  Revise schemes of work based on findings and share updated documents with staff, ensuring clarity and consistency in planning.	➤
➤ Continue to embed different oracy strategies in maths.	➤ Continue to embed Oracy 21 strategies and resources across school. ➤ Complete pupil voice to gather a better understanding of oracy across school. ➤ Complete learning walks with a vocabulary and oracy focus.	➤
➤ Review assessment procedures and adopt a new standardised assessment system.	➤ Evaluate current practice by reviewing existing assessment tools. ➤ Select and pilot a standardised system, trialling it with a small group to assess impact. ➤ Provide staff training on the new system and integrate it into planning cycles, ensuring assessments inform teaching and learning.	➤

### **Planned Staff training and intended impact:**

<b><u>Staff CPD</u></b>	<b><u>Intended Impact</u></b>
➤ Work with Abacus Maths Hub through year group specific TRGs.	Continue to embed mastery approaches through tailored lesson studies
➤ Calculation Policy Staff Meeting	Streamline whole school calculation policy
➤ Maths curriculum review through mixed team meetings	Ensure all staff have a clear understanding of their year group's national curriculum expectations in line with White Rose Maths, along with ensuring a comprehensive understanding of previous year group learning.
<b><u>Subject Lead CPD</u></b>	
➤ Continue to work with Abacus Maths hub through TRGs	Continue to embed mastery approaches through tailored lesson studies