



Sitwell Infant School

Subject Overview 2024 - 2025

MATHS		
Intent	Implementation	Impact
Alignment to the National Curriculum Curriculum mapping is carefully considered to ensure coverage of all the National Curriculum objectives. In KS1, the maths leader has planned a bespoke curriculum designed to meet the needs of each year group which is adapted each year depending on the year group's needs. The long-term plan ensures coverage of all the National Curriculum objectives for each year group. Number facts are taught through the KS1 Number Sense scheme of work, increasing pupil's fluency and mental arithmetic skills. The scheme Number Sense has been introduced as the basis of the maths curriculum in F2. This scheme ensures coverage of all the objectives in the EYFS framework.	Pedagogical approaches The school follows a mastery approach to teaching mathematics where children need to demonstrate solid understanding before moving on to new content. Concepts are taught using a sequence of concrete, pictorial and abstract learning strategies. We sequence lessons to allow pupils enough time to embed their knowledge and deepen their understanding. Teaching mathematical vocabulary is a key focus to ensure all pupils can articulate their responses and develop strong reasoning skills. Lessons are carefully designed to ensure they are building on previous learning, consolidating basic skills, introducing new learning and teaching problem solving and reasoning skills. The maths leader is currently working with the South Yorkshire Maths Hub to further develop the mastery approach.	Approaches to assessment Teachers assess pupils' learning during maths lessons through effective formative assessment including targeted questioning, careful checking and addressing misconceptions. Teachers mark and assess pupils' work during or after each lesson using the school's marking policy. There is an emphasis on celebrating effort and progress as well as ability. High expectations are set for the quality and presentation of pupils' work. Interventions are used when necessary to help pupils overcome any difficulties. There are four assessment points throughout the year (every nine weeks). In KS1, bespoke assessment grids are used to highlight objectives pupils have met and evidence whether they are meeting ARE. Termly NTS assessments are used to support teacher assessments and identify gaps in children's learning. This is used to inform planning.
When they leave Sitwell Infants... We set high expectations for all pupils, aiming for all pupils to make good progress and become confident mathematicians. When our pupils leave, they are prepared for the next stage in their education as confident, efficient problem solvers who can articulate ways to prove their understanding. They apply their mathematics skills in their everyday life and understand the importance of mathematics. Our curriculum nurtures the development of a logical and methodical mind set which are important tools for future work in fields such as engineering, physics, architecture, medicine and business.	Teachers' expert knowledge The maths leader attends termly Maths Leader Network meetings. The maths leader is currently working with the South Yorkshire Maths Hub as part of a teaching for mastery embedding group. All external CPD is fed back to other staff in school through regular PLT meetings for both teachers and teaching assistants. The maths leader completes regular work and planning scrutiny and lesson drop ins and provides feedback using their expertise to support and improve teaching practice across school.	Performance data The maths leader completes data analysis after each assessment point and this is discussed with teachers in pupil progress meetings. Teachers plan interventions to address any progress issues. These actions are implemented and monitored between assessment points. The pupils complete termly NTS assessments. Gap analysis is used to identify common mistakes and inform future planning. At the end of each academic year the data is compared to local authority and national averages. <u>2023-2024 Data</u> In F2, 69% of pupils achieved ARE in Number and Numerical Patterns. This was below the national averages which were % for Number and % for Numerical Patterns.

		In KS1, 75% of pupils achieved ARE and 22% of pupils achieved GDS. (To be compared to national averages when data is released in October 2024.)
Sequence of teaching In F2, the Number Sense curriculum introduces numbers one digit at a time to ensure it teaches pupils to understand and recognise numbers, whilst also developing subitising skills and their understanding of composition. In KS1, all the national curriculum objectives are taught through a spiral curriculum, returning to key concepts and increasing complexity within and across year groups. The sequence of teaching follows logical progression through the objectives, ensuring pupils' place value and number understanding is secure before they apply these to solve calculations and problems.	Promoting discussion and understanding Sentence stems are displayed in every classroom and used to support pupils with articulating their ideas. The use of talking partners is used effectively to allow pupils opportunities to discuss their understanding. Class discussions are valuable for developing pupils' communication about their understanding. Understanding is developed further through reasoning activities where pupils are asked to evidence their understanding independently.	Pupils' work Pupils' work is evidenced in different ways depending on the lesson. In F2, floor books are used to show the journey of their mathematical learning. In Year1, pupils record in their maths books at least once a week and in Year 2 children record in their books at least twice a week. High expectations are set for presentation and recording, including addressing errors in number formation.
Support provided Lessons are scaffolded to ensure all pupils can achieve the learning objective and make progress within the lesson. Concrete apparatus is used effectively to support pupils' learning. Adult support is carefully directed to pupils who require further explanations. Pupils work in mixed ability groups to create an environment where pupils can learn from each other and be ambitious. The lowest attaining 20% of pupils in each class are assessed carefully and they access regular interventions to eliminate the gaps in their learning. Wherever possible pupils are working on the same learning objectives in every lesson. However, there are some circumstances where this is not possible and pupils are working towards bespoke targets on their IEPs, school support plans and EHCPs. They are provided with bespoke resources and adult support as necessary.	Knowing more and remembering more Declarative knowledge is focussed on in every lesson. Every day each class practise counting and revisit prior learning in mental oral starters. These are planned carefully to ensure revisiting of all areas of the mathematics curriculum. Pupils practise facts until they can recall and deploy them with speed and accuracy, storing them in their long-term memory. Consolidation is prioritised and valued. In KS1, the daily Number Sense session focusses on teaching number facts and revisiting previously learnt facts.	Talking to pupils Teachers continually discuss pupils' learning with them and communicate their next steps. Leaders speak to pupils to monitor their knowledge and understanding, as well as reflect on the curriculum which is being delivered to them.
Local context Mathematics is a universal language that enables understanding of the world. Our maths curriculum promotes diversity and provides real life scenarios that help develop our pupils as both local and global citizens. Approximately 50% of our pupils are learning English as an additional language, so there is always a key focus on	Teacher assessment Teachers use their formative assessment of pupils together with outcomes in NTS assessments to make informed judgements on attainment. Teachers use regular and considered questioning to gain insight into pupils understanding. Opportunities for whole class assessment are utilised such as finding ways for the	Sharing with parents Teachers share each child's development in mathematics in terms of progress, attainment and engagement. This is done through termly parent's evenings where targets and attainment are shared, annual reports and ongoing communication between school and home. Each class has regular 'Stay and Play' sessions where parents are invited into their child's classroom and have the

vocabulary and pictorial representations to support their understanding.	whole class to answer questions rather than just one child.	opportunity to discuss their child's progress with the class teacher. Mathematics homework is set every fortnight to help parents stay informed about what and how their child is learning in school. The maths leader runs regular parent sessions to inform parents about the curriculum and give them the opportunity to ask any questions.
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