

Mathematics at St. Ignatius

CURRENT CURRICULUM PROVISION AND DEVELOPMENT

Curriculum vision and rationale	<p>At St. Ignatius' School we aim for:</p> <ul style="list-style-type: none"> • All pupils to have a positive attitude to mathematics; • All pupils to have the confidence to make decisions and reason mathematically; • All pupils to have conceptual understanding of mathematics and be able to apply their knowledge and solve problems, • All pupils to develop growth mind-set and show resilience and perseverance; • All pupils to move through programmes of study at broadly the same pace; • All pupils to develop into fluent mathematical thinkers. <p>*This vision statement was written after training, discussions and input from colleagues so we all share the same vision.</p>
Curriculum strengths	<p>Delivery of the Maths curriculum is more effective. I see the children in Year 6 who are more resilient learners who love Maths and enjoy the challenge of a problem. Children's times tables knowledge is now a strength, as too is mental arithmetic.</p> <p>Throughout the school, during classroom observations, I have noted that children apply their knowledge and work in a resilient manner. Children in all classes are challenged in their daily Maths lessons – this includes children of all abilities.</p>
Curriculum weaknesses	<p>The teaching of Division throughout the school is being addressed to ensure children have a secure understanding of the concept of Division so they will then be confident when applying their knowledge.</p> <p>Children find it difficult to solve real life problems - they need help to find a starting point.</p>
Other factors	<p>Mastery Readiness training and close work with Tim Kirk (Lancashire) The teaching of Mathematics has been a priority for the leadership team for the past year. As a subject leader, I have been well supported in developing this subject across the school. I, along with another teacher, have attended Mastery Readiness training. I have used this training to support colleagues in developing areas of the Maths curriculum, particularly Place Value. I have also benefited from</p>

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working alongside Chris Lawler (MIT Lead Advisor) to monitor and plan for the development of Maths.

With the help from Chris Lawler along with the Maths Advisor) I have seen a positive impact on the children of our school. St. Ignatius' School now provides challenging Maths lessons for all children, from lower ability to greater depth; teachers have improved subject knowledge and are confident in delivering the curriculum. As a result, the children are displaying enjoyment of Maths lessons, which they approach with confidence and resilience. Children in our school are not afraid of making Mathematical mistakes, but relish the challenge of finding solutions to problems.

As I have made several changes to the teaching of Maths last year and put in lots of support for teachers and teaching assistants, I am in the process of reviewing and updating the Maths Policy. I will also be looking to change the planning and marking policy for Maths in line with the Mastery approach to teaching.

Questions governors may ask:

- How do you plan to address the weak areas in your curriculum?

Staff have received a twilight training session, delivered by Tim Kirk, in September 2020. The agenda for this training was whole school challenge and progression with a focus on teaching Division through a mastery approach.

I intended to follow this up with classroom observations and further support for teachers. However, lockdown restrictions have prevented this. I have, however, had conversations with some teachers, who have shown that the teaching of Division is improving and children are seeing the benefits.

Training about the usefulness of using bar models (developing on the use of models and images) to exemplify problems and help the children to find a starting point independently. This was delivered by Tim Kirk.

As I could not go into classes to see the impact of this training, I asked teachers to send me examples of children's work in which they show the use of problem solving skills and in particular the use of bar models. I have displayed this work on the Mathematics board in the junior corridor in chronological order. This demonstrates the progression through problem solving and reinforces the importance each class teacher plays in the overall outcome for our children at St. Ignatius school.

- How have these weaknesses impacted your school?

Children have been unable to apply their understanding of Division to problems. It has also impacted on their understanding of fractions.

Children have struggled to find a starting point when solving problems in all areas of Mathematics.

- What's going well and how can we make sure this continues?

My observations show that children's attitude to Maths is extremely positive. The teachers are confident and have improved subject knowledge.

I intend to continue to lead staff meetings throughout the year to keep these attitudes positive and to continue to boost teachers' confidence in their subject knowledge.

Next year, I intend to enroll the school on the Mastery Training Programme or to buy into Lancashire's training and resources in order to help maintain the excellent teaching and learning for all children (Budget depending).

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I also intend to monitor teaching to ensure that confidence in teaching Division and solving problems through the use of bar models is maintained.