

# Subject Self Evaluation Form

Subject Leader: P Crabb

Date: Summer 2021

Sections	Summary
<b>Introduction</b>	<p>Maths is a strength and continues to be taught well. The picture at the end of the key stage is very good given the last year and covid related lockdowns. 91% of Year 6, at the end of our internal SATs week, have met age related expectations and 61% of those achieved above age related expectations. Although there is no national average to relate this to, if we use the last national average from 2018, we are still achieving above national expectations where 79% met ARE and 24% achieved greater depth – which is a huge achievement</p> <p>Self-marking continues to be used, not only to develop deeper thinking and understanding, but also to provide additional safety for teachers during the covid pandemic. Children are increasingly resilient in being asked to edit and improve their work based on discussions around the topic. Learning walks and observations have demonstrated good or better consistency across year and curriculum groups and are in line with the WRM programme of study and progression map. This worked particularly well during the national lockdowns as we were able to use the WRM teaching videos and resources to provide continuity to the children's access to the maths curriculum but also a consistent teaching approach – meaning much less lost learning time than the previous lockdown.</p> <p>Times Tables Rockstars is now embedded and the children are using this well – some input about how the gigs work might be useful for the children and parents – although information about this has been added to the website. Monthly certificates have been handed out from end autumn onwards (due to subject lead absence) and continued throughout the lockdown with certificates being posted online.</p>
<b>Key Areas for Subject Development (SDP)</b>	<p><b>Priority areas for Maths for inclusion on SDP:</b></p> <p>Vocabulary for each topic has been added to the progression map – teachers to use this to display key vocabulary for each topic on their displays.</p> <p><b>Operational criteria:</b></p> <ul style="list-style-type: none"><li>• Vocabulary across the curriculum is a priority for the school this year – Maths vocabulary has been added to all topic areas on the progression map and can be used to display for each topic area.</li></ul>

- Key vocabulary for the topic to be displayed, however children to focus on 3-4 key words per week. these words should be used in reflections, reasoning answers and;/or verbal answers to reinforce their understanding of the words and the context in which they are used in maths.

Fluency has continued via Speedy maths, but due to absence, the monitoring of this has not been delivered or embedded. Speedy maths final session to be recorded each week to now monitor and track progress and impact

**Operational criteria:**

- Ensure the reintroduction of speedy maths books and that they are used daily to improve fluency practice opportunities.
- Collection of weekly 'Friday' (or latest sessions carried out) scores to be introduced (trained children to collect) so that tracking of fluency improvements can be monitored.
- Misconceptions in speedy maths fluency to be addressed in a group or class lesson half-termly, based on scores collated. In LKS2, the 40 minute lessons can be used to address key areas more quickly as they arise.
- Time tables Rockstars to be implemented and embedded particularly across the lower school to ensure Year 4 children are equipped to deal with new times tables tests in June 2022.
- Pupil interviews to be carried out to assess children's understanding Speedy Maths, its use and impact and whether they feel stronger in their fluency because of this.

Mathletics has now also changed some of the curriculum base to link more closely with White Rose Maths, which means that staff can now add homework that links directly with work being carried out in Class. Teacher training to deliver this early autumn should be planned in. Homework to consist of:

Year 3 – 3 TTRS, 1 Mathletics (WRM) Weekly  
 Year 4 – 3 TTRS, 2 Mathletics (WRM) Weekly  
 Year 5 – 3 TTRS, 3 Mathletics (WRM) Weekly  
 Year 6 – 3 TTRS, 3 Mathletics (WRM) Weekly

**Operational criteria:**

- Children to have access and regular use of online resources to improve times tables and problem solving across key areas of learning
- Standardise and improve the regularity of homework being set

Issuing of Times Tables Certificates to be adapted?

**Improvements in Subject**

Development since previous year

Quantitative:

- Trend continues due to no summative KS2 data.
- Arithmetic improved?

Measured impact against 2020-21 SDP:

1.11 Children to understand the term 'fluency' and know how it relates to their learning

From pupil interviews this continues to be a little hit and miss. A lesson needs to be put together for teachers to carry out on return to school to demonstrate what each element is - early autumn might be better. Lots of fluency is being provided through speedy maths, lessons and TTRS but children unsure why, when and where each is important and why they should be practicing as much as possible. Check lesson observations, are teachers referring to 'fluency practice' and 'reasoning practice' in their deliveries?

1.12 Parents to understand the term 'fluency' and know how it relates to their children's learning

Parent workshop not completed due to covid restrictions. PPT uploaded to website for information for parents. Information sheet about fluency uploaded on to website for parent information.

1.33 Increased fluency practice

Speedy maths books embedded across year groups. This coming year, progress and impact of this to be monitored via collection of weekly data.

2.21 Children to have access and regular use of resources to improve times tables and spelling understanding

A rota was initially set up for LKS2 use the ICT suite Monday and Tuesday to use computing suite to complete activities - less chance of interruption from whole school and year group assemblies – however, covid restrictions negated this. All year groups have a full set of chrome books, which are now used to provide TTRS practice.

2.22 Standardise and improve the regularity of homework being set

Standard homework is now being set – a new schedule to be introduced 2021/22

Examples below:

Whole school data - Summer

5a. Results - All pupils

	No. Pupils	Prior Expected*	METS		Current YR	% 12 Meeting
			% 12 Maths	% 12 Males		
Met/Exceeded Y6 data (2017)	-	-	8%	2%	7%	7%
Previous year E-RSE values	-	-	6%	6%	-	5%
Year 6 E-R Target	-	-	7%	7%	-	6%
Year 6	42	18.4%	8%	10.7%	-	9.0%
Year 5	68	22.4%	15.4%	17.6%	1.0%	10.0%
Year 4	68	22.0%	19.9%	16.2%	1	15.4%
Year 3	68	9%	10.2%	11.7%	-	10.0%

Whole school data – Spring

5a. Results - All pupils

	No. Pupils	Prior Expected*	METS		Current YR
			% 12 Maths	% 12 Males	
Met/Exceeded Y6 data (2017)	-	-	7%	2%	9%
Previous year E-RSE values	-	-	6%	6%	-
Year 6 E-R Target	-	-	8%	8%	-
Year 6	42	18.4%	7.1%	10.4%	1.21
Year 5	67	21.8%	15.1%	14.8%	1.01
Year 4	68	22.0%	18.2%	20.4%	1.41
Year 3	68	9%	11.8%	11.8%	-

Whole school data – up from Spring data across meeting expected and GD across all year groups – most notably Y6 where lots of revision activities for the previous years’ learning takes place, however excellent gains made in Y5 too for GD which almost doubled.

Key groups:

Disadvantaged chn – Summer

5b. Results Data - Disadvantaged Pupils

	No. Pupils	Prior Expected*	METS		Current YR
			% 12 Maths	% 12 Males	
Met/Exceeded Y6 Data NDB Disadvantaged (2017)	-	-	10%	10%	1.7
Met/Exceeded Y6 Data Disadvantaged (2017)	-	-	10%	7%	1.8
Previous year E-RSE values	-	-	7%	7%	-
Year 6 E-R Target	-	-	9%	9%	-
Year 6	9	4%	10.0%	10%	-
Year 5	5	11.8%	11.8%	10.1%	1.01
Year 4	6	12%	10%	12.2%	1
Year 3	2	4%	6%	10%	-

Consider provision in Y4 – why are gains being made in that year group but not in 3 and 5? Can this inform teaching elsewhere in the school? Did two extra bubble closures in Y5 have an impact on that data?

## Disadvantaged chn - Spring

5c. Results Data - Disadvantaged Pupils

	No. Pupils	Prior Expected+	Maths		
			% E5 Maths	% H5 Maths	Current VA
Nat. Year 5 Data (All Disadvantaged) (20%)	-	-	2%	3%	1.2
Nat. Year 6 Data (Disadvantaged) (20%)	-	-	5%	9%	1.4
Previous year 5 KS2 return	-	-	3%	0%	-
Year 6 EoY Target	-	-	3%	0%	-
Year 6	4	0%	100%	20%	1
Year 5	3	33.3%	33.3%	10.0%	-0.20
Year 4	8	75%	62.5%	0%	-0.60
Year 3	2	0%	0%	0%	-

Gains made for Disadvantaged children across two year groups – Y5 were no gains were made, two disadvantaged children are also on the SEND register and Y3 no gains were made. Chn maintained original results.

## SEND children – Summer

5c. Results - All SEN pupils

	No. Pupils	Prior Expected+	Maths		
			% E5 Maths	% H5 Maths	Current VA
Previous year 6 KS2 return	-	-	0%	0%	-
Year 6 EoY Target	-	-	0%	0%	-
Year 6	4	50%	25%	0%	-
Year 5	15	13.3%	33.3%	13.3%	-0.29
Year 4	12	16.7%	25%	8.3%	-
Year 3	8	0%	62.5%	25%	-

Consider provision in Y4 – why are gains being made in that year group but not in 3 and 5? Can this inform teaching elsewhere in the school? Did two extra bubble closures in Y5 have an impact on that data?

## SEND children – Spring

5c. Results - All SEN pupils

	No. Pupils	Prior Expected+	Maths		
			% E5 Maths	% H5 Maths	Current VA
Previous year 6 KS2 return	-	-	0%	0%	-
Year 6 EoY Target	-	-	0%	0%	-
Year 6	4	50%	0%	0%	-0.75
Year 5	16	11.2%	31.2%	13.3%	-0.07
Year 4	12	16.7%	16.7%	3%	-
Year 3	8	0%	62.5%	25%	-

Gains made in two year groups (4 and 6) and 'current value added' reduced in Year 5 from -0.57 to -0.29.

	<p><b>Data analysis:</b> Give the year that we have had with staffing and covid restrictions, lockdowns and bubble closures, the data continues to be in a strong position – particularly in Y6 and Y4 last year.</p>	<p>Can lessons be learned from the stronger year groups regarding intervention/provision?</p>
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Quality of Teaching across Y3-Y6	Strengths	Deep Dives
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	<p>Data shows a particular strength in Year 4 and year 6 from 2020-21 year with good gains being made in key groups of children.</p> <p>Teaching has been observed as good or better with children demonstrating great engagement both with the online provision and their lessons in class. Possibility of some minor 'lost lesson time' in Y3 due to cutting and sticking of sheets – monitor this.</p>	<p>What lessons can be learned from this picture? How are lessons being structured? What challenges are in place? How is intervention being carried – times of the day? Rotation of groups? What feedback is being given? Book looks/resilience training etc to be carried out to monitor and roll out to the rest of the school.</p> <p>investigation carried out into costs for workbooks V subject book and photocopying – financially it makes sense to continue with subject books and copying – which also means better opportunities for self reflection and evaluative peer marking. Observations to continue to be carried to check on lost lesson time due to admin – can this be done before the lesson starts with the use of additional adults?</p>
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Leadership/ Management of own subject	Focus areas	Deep Dives
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	<p>New subject leader this year – training has been undertaken in the summer term of 2020-21 through outside agencies and in-house leadership training. training has also been pre-booked going into 2021-2022 to maintain CPD, subject and leadership of subject understanding.</p>	<p>Are courses available – online? In person? Are they developmental in leadership or subject knowledge?</p>
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Monitor use of TTR and Mathletics for praise and rewards and homework opportunities.

Are new homework requirements being carried out?  
Is everyone linking the Mathletics homework to WRM?  
Are TTRS reward sheets being used in place of times tables certificates?  
Has website been updated as to what the new rewards are for multiplication tables knowledge?

Multiplication tables Checks

Are these being carried out in 2022?  
Ensure that parents and wider community know – web site updates?

Challenge opportunities

Ensure that challenge is maintained across the school – what competitions are there that we can take part in? Primary Maths Challenge – ordered (to be monitored). Are there others? Maths Quiz Club? Primary Maths Challenge for the lower school? Etc.

Whole school vocabulary focus

Are children able to verbalise their thinking using key mathematical vocabulary? Are teachers referring to the vocab on the progression map and in lesson? Are children using key terms in their written reflections? Has this had an impact on their reasoning and generalising skills?

Monitoring fluency/speedy maths books

Are books and understanding being monitored? Is this having an impact on 40 min lessons in the lower school? Is it being used to inform class maths or intervention in the upper school? Is this having an impact on arithmetic results in summative assessments?