Maths Leader Impact Presentation

ASHTON KEYNES
Church of England VC Primary School
SHINE BRIGHT ★ REACH FOR THE STARS

Presentation to staff and Governors 2022

Maths

Katherine Redman

Mathematics

"Enabling life in all its fullness"

"I came that you may have life, life in all its fullness" (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship*.

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The most important thing about **Maths** is to gain a deep, encompassing sense of number

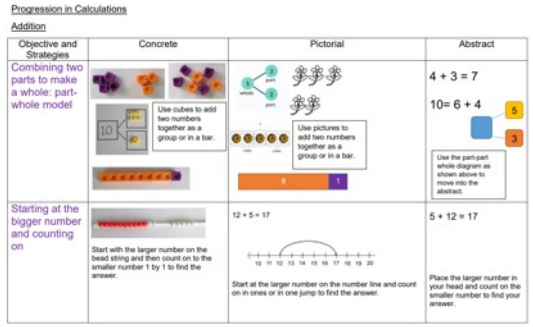
We make connections

We reason our thinking

We solve problems

And we recognise that Maths equips us with a powerful set of tools to help us understand and navigate the world

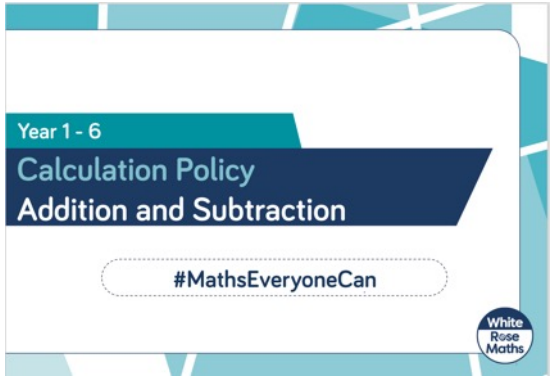
But most important thing about **Maths** is to gain a deep, encompassing sense of number



Progression in Calculations

Addition

Objective and Strategies	Concrete	Pictorial	Abstract
Combining two parts to make a whole: part-whole model	Use cubes to add two numbers together as a group or in a bar.	Use pictures to add two numbers together as a group or in a bar.	4 + 3 = 7 10= 6 + 4 Use the part-part whole diagram as shown above to move into the abstract.
Starting at the bigger number and counting on	Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.	12 + 5 = 17 Start at the larger number on the number line and count on in ones or in one jump to find the answer.	5 + 12 = 17 Place the larger number in your head and count on the smaller number to find your answer.



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Ashton Keynes C of E
Primary School

Calculation policy

September 2020

AK Website

- Policy updated and on website: Yes
- Website updated: in progress (with Sarah)

(intent poem, updated policy, photos, progression documents, parent links, multiplication guidance, photos and work samples – all sent to website in Feb)

To add: pupil voice (it is in this presentation)

Implementation - How?

- Year group annual overviews with Ready to Progress Criteria

	Wk1 1.9.20	Wk2 7.9.20	Wk3 14.9.20	Wk4 21.9.20	Wk5 28.9.20	Wk6 5.10.20	Wk7 12.10.20	Wk8 19.10.20	Wk9 2.11.20	Wk10 9.11.20	Wk11 16.11.20	Wk12 23.11.20	Wk13 30.11.20	Wk14 7.12.20	Wk15 14.12.20
Autumn	**Place Value** **2NPV–1** Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning. **2NPV–2** Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.						**Addition and Subtraction** **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice. **2AS–1** Add and subtract across 10. **2AS–2** Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more…?". **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.						**Money**	

	Wk1 4.1.21	Wk2 11.1.21	Wk3 18.1.21	Wk4 25.1.21	Wk5 1.2.21	Wk6 8.2.21	Wk7 22.2.21	Wk8 1.3.21	Wk9 8.3.21	Wk10 15.3.21	Wk11 22.3.21	Wk12 29.3.21	Notes:
Spring	**Multiplication & Division** **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division).						**Fractions**					**Time**	

	Wk1 19.4.21	Wk2 26.4.21	Wk3 3.5.21	Wk4 10.5.21	Wk5 17.5.21	Wk6 24.5.21	Wk7 7.6.21	Wk8 14.6.21	Wk9 28.6.21	Wk10 5.7.21	Wk11 12.7.21	Wk12 19.7.21
Summer	**Time**	**Statistics**		**Geometry** **2G–1** Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.		**Measurement Length & Height**		**Geometry Position & Direction**		**Measurement Mass, Capacity & Temperature**		

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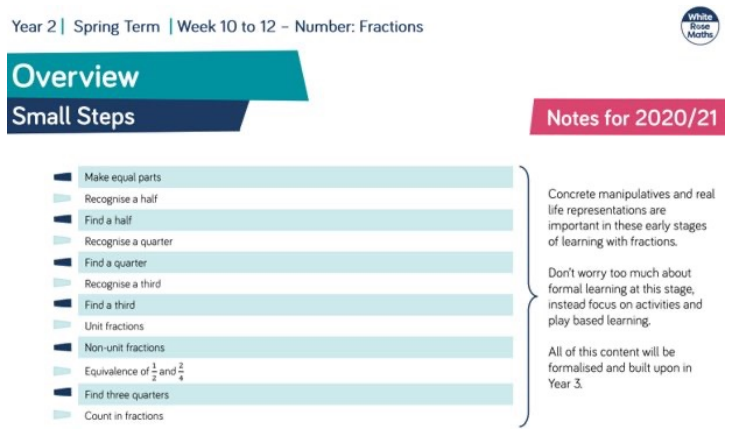
Small steps overview



Year 2 | Spring Term | Week 10 to 12 – Number: Fractions

Overview
Small Steps

Notes for 2020/21

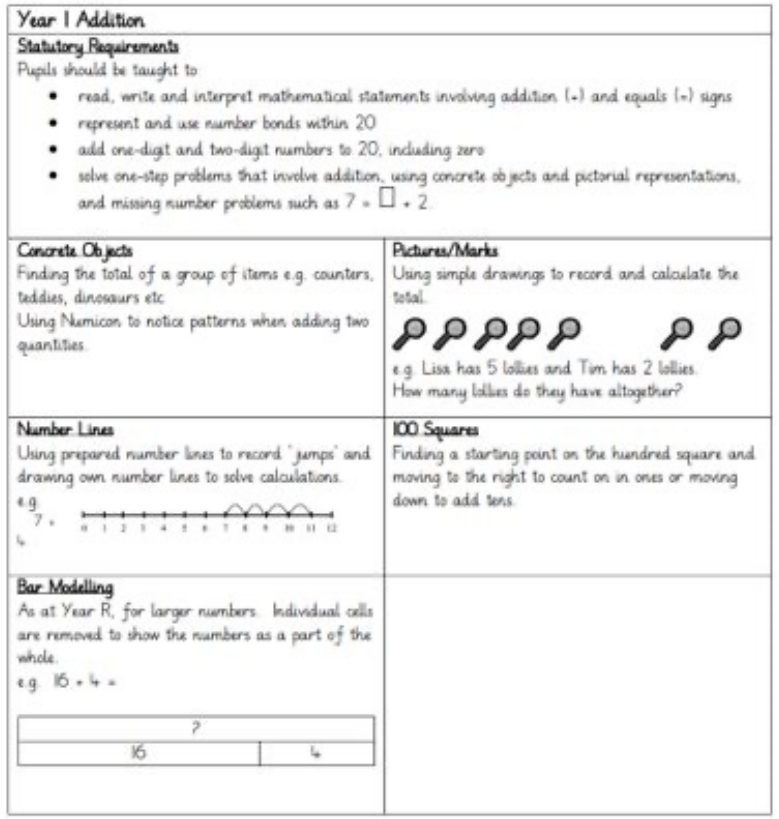
- Make equal parts
- Recognise a half
- Find a half
- Recognise a quarter
- Find a quarter
- Recognise a third
- Find a third
- Unit fractions
- Non-unit fractions
- Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
- Find three quarters
- Count in fractions

Concrete manipulatives and real life representations are important in these early stages of learning with fractions.

Don't worry too much about formal learning at this stage, instead focus on activities and play based learning.

All of this content will be formalised and built upon in Year 3.

Calculation Policy guidance



Year 1 Addition

Statutory Requirements

Pupils should be taught to

- read, write and interpret mathematical statements involving addition (+) and equals (=) signs
- represent and use number bonds within 20
- add one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition, using concrete objects and pictorial representations, and missing number problems such as 7 = □ + 2

Concrete Objects

Finding the total of a group of items e.g. counters, teddies, dinosaurs etc

Using Numicon to notice patterns when adding two quantities

Pictures/Marks

Using simple drawings to record and calculate the total.

e.g. Lisa has 5 lollies and Tim has 2 lollies. How many lollies do they have altogether?

Number Lines

Using prepared number lines to record 'jumps' and drawing own number lines to solve calculations.

e.g. 7 +

100 Squares

Finding a starting point on the hundred square and moving to the right to count on in ones or moving down to add tens.

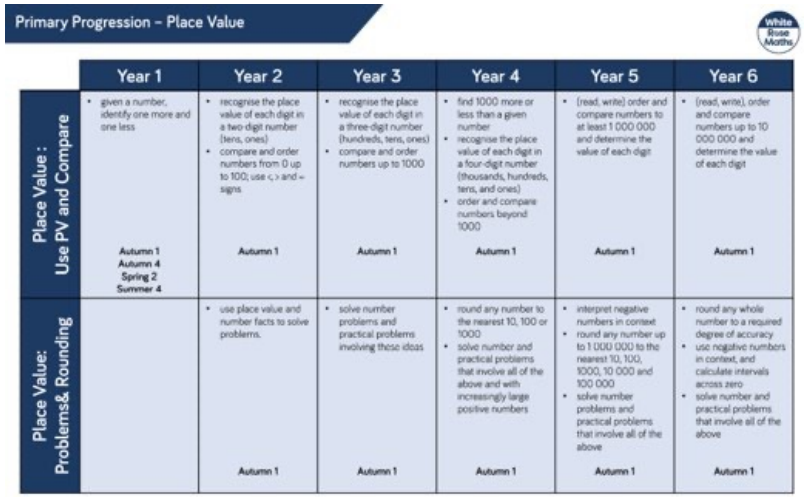
Bar Modelling

As at Year R, for larger numbers. Individual cells are removed to show the numbers as a part of the whole.

e.g. 16 + 4 =

?	
16	4

Year group progression



Primary Progression – Place Value

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place Value : Use PV and Compare	• given a number, identify one more and one less Autumn 1 Autumn 4 Spring 2 Summer 4	• recognise the place value of each digit in a two-digit number (tens, ones) • compare and order numbers from 0 up to 100; use <, > and = signs Autumn 1	• recognise the place value of each digit in a three-digit number (hundreds, tens, ones) • compare and order numbers up to 1000 Autumn 1	• find 1000 more or less than a given number • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 Autumn 1	• (read, write) order and compare numbers to at least 1 000 000 and determine the value of each digit Autumn 1	• (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit Autumn 1
Place Value: Problems& Rounding		• use place value and number facts to solve problems. Autumn 1	• solve number problems and practical problems involving these ideas Autumn 1	• round any number to the nearest 10, 100 or 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers Autumn 1	• interpret negative numbers in context • round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • solve number problems and practical problems that involve all of the above Autumn 1	• round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above Autumn 1

MathsHUBS
White Rose

Implementation - How?

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- Designed to develop Maths Mastery for all children
- Fully aligned with the National Curriculum
- The schemes of learning are structured to ensure children grasp the fundamental concepts of mathematics before building their understanding and moving on to more advanced concepts.
- WRH curriculum encourages the CPA approach (Concrete, Pictorial, Abstract), teaching children a deeper understanding of Maths problems
- Strong emphasis on number skills

GESS EDUCATION AWARDS WINNER 2020

bett AWARDS 2021 WINNER COVID-19 RESPONSE CHAMPIONS UK COMPANIES

COVID RESPONSE AWARDS WINNER BEST COVID-19 COMMUNITY / CSR RESPONSE

bett Awards London 23 March 2022 WINNER

era 2022FINALIST

MathsHUBS White Rose

Implementation – Why WRH?

Provision

Hot and cold assessments to closely monitor pupil progress

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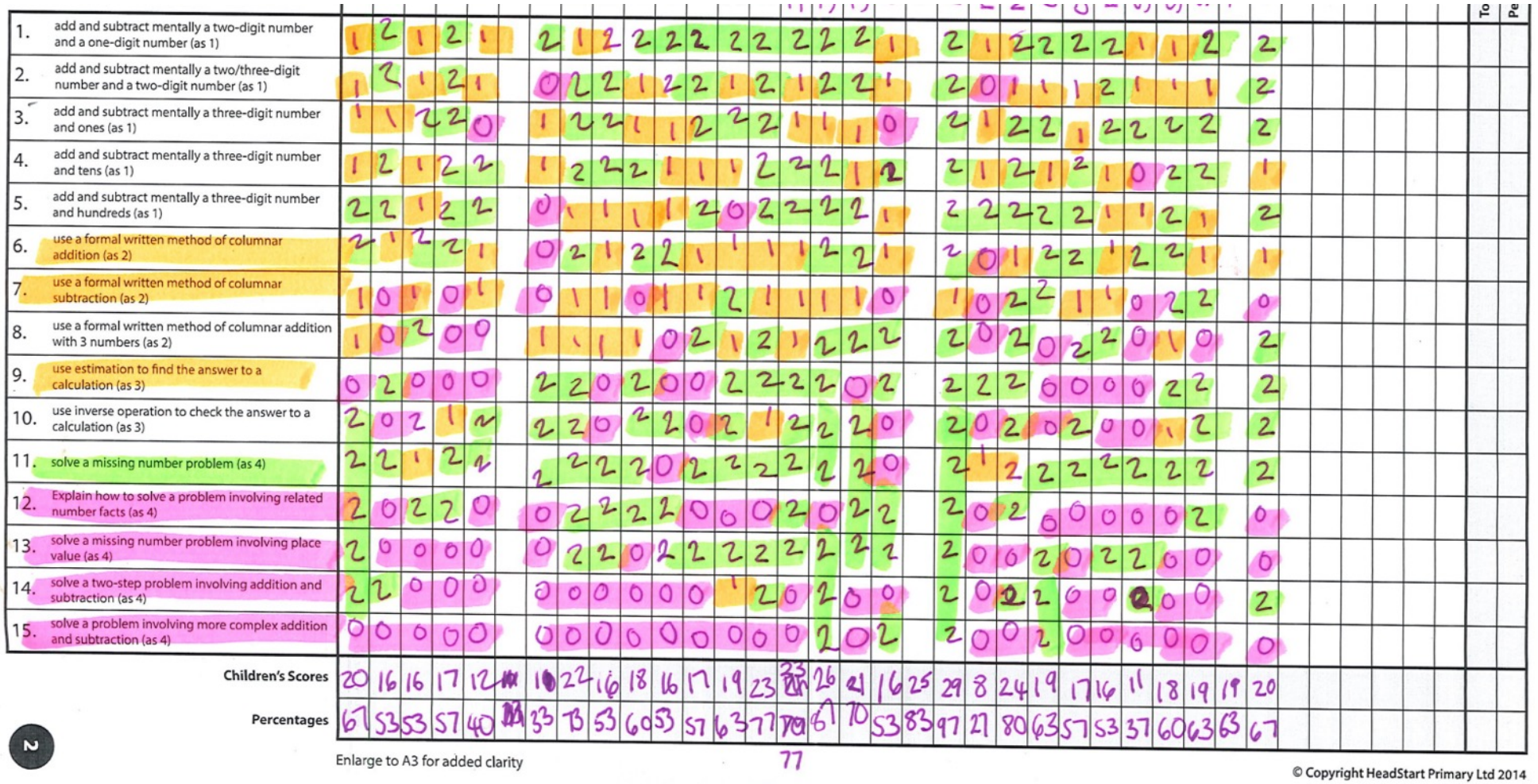
Number Place Value Y1 test		Number Place Value Y2 test		Score change	Number Add & subtract		Number Add & subtract		Score change	Number Fractions		Number Fractions		Score change	Geometry	
%	Score	%	Score	Score + or	%	Score	%	Score	Score + or	%	Score	%	Score	Score + or	%	Score
80%	24	80%	24	NA	50%	15	53%	16	1	60%	18	83%	25	7	100%	24
87%	26	57%	17	NA	43%	13	60%	18	5	40%	12	70%	21	9	100%	24
83%	25	73%	22	NA	20%	6	73%	22	16	47%	14	73%	22	8	92%	22
57%	17	30%	9	NA	0%		40%	12	12	60%	18	43%	13	-5	92%	22
80%	24	57%	17	NA	17%	5	77%	23	18	73%	22	70%	21	-1	92%	22
33%	10	43%	13	3	7%	2	47%	14	12	33%	10	50%	15	5	58%	14
93%	28	73%	22	NA	27%	8	0%			63%	19	70%	21	2	96%	23
60%	18	43%	13	-5	7%	2	47%	14	12	47%	14	57%	17	3	79%	19
57%	17	80%	24	7	23%	7	37%	11	4	0%		47%	14	14	71%	17
83%	25	73%	22	NA	20%	6	83%	25	19	73%	22	73%	22	0	96%	23
70%	21	67%	20	NA	33%	10	73%	22	12	33%	10	57%	17	7	100%	24
83%	25	47%	14	NA	13%	4	63%	19	15	60%	18	73%	22	4	100%	24
93%	28	53%	16	NA	33%	10	50%	15	5	47%	14	83%	25	11	96%	23
60%	18	80%	24	6	57%	17	70%	21	4	53%	16	77%	23	7	100%	24
90%	27	60%	18	NA	37%	11	80%	24	13	53%	16	43%	13	-3	92%	22
0%	0	80%	24	NA	53%	16	80%	24	8	53%	16	67%	20	4	92%	22
90%	27	70%	21	NA	40%	12	63%	19	7	67%	20	83%	25	5	92%	22
87%	26	100%	30	4	67%	20	87%	26	6	87%	26	97%	29	3	96%	23
80%	24	67%	20	NA	23%	7	77%	23	16	67%	20	87%	26	6	100%	24
63%	19	87%	26	7	37%	11	90%	27	16	53%	16	67%	20	4	92%	22
67%	20	93%	28	8	40%	12	80%	24	12	53%	16	77%	23	7	100%	24
63%	19	100%	30	11	80%	24	100%	30	6	100%	30	100%	30	0	100%	24
77%	23	53%	16	NA	20%	6	47%	14	8	53%	16	37%	11	-5	100%	24
67%	20	67%	20	NA	23%	7	67%	20	13	27%	8	83%	25	17	100%	24
87%	26	53%	16	NA	50%	15	87%	26	11	33%	10	40%	12	2	96%	23
0%	0	53%	16	NA	17%	5	33%	10	5	53%	16	40%	12	-4	71%	17
73%	22	57%	17	NA	27%	8	77%	23	15	33%	10	67%	20	10	96%	23
0%	0	60%	18	NA	60%	18	77%	23	5	50%	15	87%	26	11	88%	21
67%	20	43%	13	NA	30%	9	57%	17	8	60%	18	60%	18	0	83%	20
90%	27	73%	22	NA	40%	12	87%	26	14	40%	12	63%	19	7	100%	24
		23%	7		83%	25	23%	7		40%	12	23%	7	-5	0%	0
		57%	17		13%	4	47%	14		53%	16	50%	15		10%	3
		20%	6		3%	1	30%	9		7%	2	27%	8		90%	27
		77%	23		17%	5	77%	23		60%	18	77%	23		100%	30

Completed by Years 1-6 and monitored closely to ensure appropriate progress is made.

This is used alongside question analysis to see if there are common gaps in understanding which require further work in class to help children become secure.

Impact

- **Analysis of grids identifies any gaps in understanding so these can be addressed**
- **Areas that need further revision (pink) are identified and included as extra lessons, interventions or morning work**
- **Pupils make good progress**



Evidence

Headstart assessment data & Pupil tracking

Y4 Multiplication & Division results after further revision

		Cold		Hot		Revisit
< ARE	17	57%	12	40%	5	17%
AT ARE	12	40%	14	47%	14	48%
> ARE	1	3%	4	13%	10	34%
AT ARE & ABOVE	13	43%	18	50%	24	82%

After revisiting the multiplication and division unit through morning work questions, additional lessons and interventions the number of children achieving ARE or above was 82% and the number of pupils working at greater depth had improved from 13% to 34%

Number Multiply & Divide		Number Multiply & divide		Score change	Number Multiply & divide C		Score change
	%	Score	%		Score + or -	%	Score + or -
	10%	3	40%	12	9	80%	24	12
	17%	5	53%	16	11	60%	18	2
	50%	15	50%	15	0	73%	22	7
	0%		87%	26	26	87%	26	0
	70%	21	77%	23	2	90%	27	4
	40%	12	57%	17	5	77%	23	6
	20%	6	20%	6	0	20%	6	0
	53%	16	60%	18	2	87%	26	8
	30%	9	53%	16	7	63%	19	3
	30%	9	20%	6	-3	60%	18	12
	60%	18	53%	16	-2	80%	24	8
	7%	2	3%	1	-1	13%	4	3
	50%	15	63%	19	4	63%	19	0
			0%		0	30%	9	9
	70%	21	97%	29	8	97%	29	0
	43%	13	57%	17	4	53%	16	-1
	7%	2	10%	3	1	7%	2	-1
	7%	2	23%	7	5	53%	16	9
	23%	7	43%	13	6	77%	23	10
	33%	10	43%	13	3	57%	17	4
	50%	15	37%	11	-4	77%	23	12
	47%	14	40%	12	-2	83%	25	13
	0%		10%	3	3	17%	5	2
	0%		50%	15	15	67%	20	5
	67%	20	80%	24	4	90%	27	3
	60%	18	67%	20	2	70%	21	1
	50%	15	87%	26	11	97%	29	3
	80%	24	67%	20	-4	90%	27	7
	33%	10	57%	17	7	60%	18	1

< ARE	17	57%	12	40%		5	17%	
AT ARE	12	40%	14	47%		14	48%	
> ARE	1	3%	4	13%		10	34%	
AT ARE & ABOVE	13	43%	18	50%		24	82%	

Evidence:

Maths whole school progression 2021
Challenge Partners Review 2022
Book looks

Whole School Progression 2021	2020	%	2021	%
BARE	35	16.1%	32	14.6%
ARE (Inc. + and -)	119	54.6%	140	63.9%
ARE and above	183	83.9%	187	85.4%
ARE+ & GD	72	33.0%	81	37.0%
GD	64	29.4%	47	21.5%

This shows the number and percentage of pupils working at BARE, ARE and GD across the school

Note: GD looks like a drop but is due to an exceptionally high number of Y6 pupils achieving GD in 2020 56.3%. Thus was 37.5% in 2021

Challenge Partners Review 2022

"Leaders have an accurate and forensic understanding of the performance of each pupil in the school. For example, the mathematics leader has created a comprehensive and very thorough tracking process which provides a detailed assessment on each pupil's progress in the subject."

Evidence

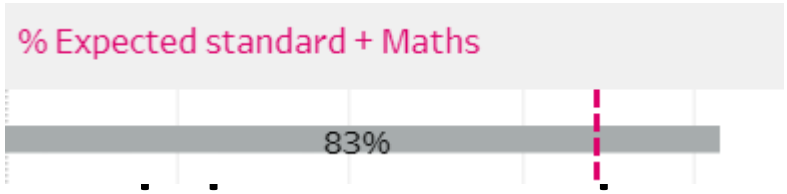
KS1 & KS2 SAT tests 2022

KS2 Maths SAT

97% pupils met the expected standard compared to 71% nationally (a drop from 79%)

34% children achieved Greater Depth (National results are not released yet but in 2019 this was 24% nationally)

KS1 Maths SAT



standard (69% nationally *FFT KS1 Early Results Service 2022* / 76% nationally in 2019)

33% assessed as Greater Depth (15% nationally *FFT KS1 Early Results Service 2022 / 22% nationally in 2019*)

Provision: Times tables starting in Y2

Times Tables Curriculum Expectations

Year	Tables
1	Use of concrete objects, pictorial representations & arrays Summer Term Cracking Times Tables is introduced
2	Recall and use multiplication and division facts for the **2, 5 and 10** multiplication tables
3	recall and use multiplication and division facts for the **3, 4 and 8** multiplication tables
4	recall multiplication and division facts for multiplication **tables up to 12 × 12**
5	Deepening understanding of multiplication and division facts including **factors, prime & square numbers**
6	Deepening understanding of multiplication and division facts including **factors, prime & square numbers**

A weekly 3 minute times table test for all children in Years 2, 3 & 4 to promote fluency in times tables.

Times Tables Rock Stars for revision at home and class battles!

Cracking Times Tables Levels

Level	Times Tables Tested	Number of questions
1	2	10
2	2, 10,	15
3	2, 10, 5,	20
4	2, 10, 5, 4	25
5	2, 10, 5, 4, 8	30
6	2, 10, 5, 4, 8, 3	35
7	2, 10, 5, 4, 8, 3, 6	40
8	2, 10, 5, 4, 8, 3, 6, 9	45
9	2, 10, 5, 4, 8, 6, 9, 7	50
10	2, 10, 5, 4, 8, 6, 9, 7	100
11-20	Up to **20 x 20** Multiplication & division facts, square roots & square numbers	Varies but less than 100 questions due to complexity

Provision: Times tables starting in Y2

Impact:

The vast majority of pupils meeting national expectations for times tables or exceeding Times tables knowledge is applied to daily Maths work

	achieved														
6	28.6.22	21	24	23	24	25	28	X	27	23	24	20	L5	29	
4	18.3.22	x	L2	16	19	15	L3	X	19	17	X	10	18	12	L1
7	3.3.22	24	27	L5	L6	30	25	31	34	30	31	30	36	35	L2
9	28.6.22	35	29	X	L7	21	28	32	31	36	35	24	L8	42	L3
5	1.5.22	18	X	19	14	21	17	15	22	20	21	18	21	22	L4
5	7.7.22	17	L3	20	20	20	20	20	23	19	21	19	23	L4	L5
5	17.6.22	18	20	15	20	19	22	X	22	21	24	L4	15	17	L6
4	3.3.22	17	X	17	L3	17	16	19	19	20	23	20	21	19	L7
6	7.7.22	L4	11	23	22	23	25	X	19	25	25	27	28	L5	L8
4	2.12.21	16	14	16	18	16	18	18	11	20	18	20	18	21	L9
5	18.3.22	20	20	18	21	21	L4	17	16	22	17	21	15	21	L10
7	18.3.22	25	26	X	27	L5	L6	22	33	29	26	27	26	28	
7	20.1.22	29	30	L6	23	29	X	29	35	30	29	29	31	27	
4	13.1.22	19	18	18	14	20	19	20	17	15	20	16	15	20	
7	28.6.22	23	24	20	25	23	24	X	22	L5	23	29	L6	22	
5	25.11.21	20	23	22	22	21	19	17	X	19	19	X	19	21	
5	17.6.22	20	18	18	20	20	21	21	20	19	22	L4	19	21	
7	31.3.22	20	22	23	28	25	L5	29	L6	L6!!	19	30	36	33	
5	20.1.22	25	24	24	X	23	23	25	25	19	13	14	X	25	
5	18.3.22	13	17	X	19	21	L4	19	19	19	18	18	20	18	
8	10.6.22	26	X	27	L5	L6	23	23		34	L7	26	38	23	
5	10.2.22	24	L4	19	22	19	19	19	22	22	12	23	21	13	
4	2.2.22	19	12	19	16	20	19	X	16	14	17	13	19	14	
10	27.1.31	73	75	81	68	78	79	X	86	88	81	80ish	86	86	
6	17.6.22	13	21	22	X	25	25	18	28	24	27	L5	29	17	
6	7.7.22	14	14	L3	22	L4	22	21	21	22	27	22	29	L5	
6	17.2.22	23	25	L5	25	25	24	22	24	27	27	30	30	X	
3	10.2.22	5	L2	X	8	4	13	7	9	11	16	13	9	14	
5	27.1.22	23	22	21	24	23	26	X	23	24	25	23	20	21	
7	11.3.22	29	31	31	30	L6	30	19	28	25	28	32	24	32	

This shows the recent weekly Cracking Times Tables results in Class 2

Provision: Times tables starting in Y2

Evidence:

Cracking Times Tables data

	achieved														
6	28.6.22	21	24	23	24	25	28	X	27	23	24	20	L5	29	
4	18.3.22	x	L2	16	19	15	L3	X	19	17	X	10	18	12	L1
7	3.3.22	24	27	L5	L6	30	25	31	34	30	31	30	36	35	L2
9	28.6.22	35	29	X	L7	21	28	32	31	36	35	24	L8	42	L3
5	1.5.22	18	X	19	14	21	17	15	22	20	21	18	21	22	L4
5	7.7.22	17	L3	20	20	20	20	20	23	19	21	19	23	L4	L5
5	17.6.22	18	20	15	20	19	22	X	22	21	24	L4	15	17	L6
4	3.3.22	17	X	17	L3	17	16	19	19	20	23	20	21	19	L7
6	7.7.22	L4	11	23	22	23	25	X	19	25	25	27	28	L5	L8
4	2.12.21	16	14	16	18	16	18	18	11	20	18	20	18	21	L9
5	18.3.22	20	20	18	21	21	L4	17	16	22	17	21	15	21	L10
7	18.3.22	25	26	X	27	L5	L6	22	33	29	26	27	26	28	
7	20.1.22	29	30	L6	23	29	X	29	35	30	29	29	31	27	
4	13.1.22	19	18	18	14	20	19	20	17	15	20	16	15	20	
7	28.6.22	23	24	20	25	23	24	X	22	L5	23	29	L6	22	
5	25.11.21	20	23	22	22	21	19	17	X	19	19	X	19	21	
5	17.6.22	20	18	18	20	20	21	21	20	19	22	L4	19	21	
7	31.3.22	20	22	23	28	25	L5	29	L6	L6!!	19	30	36	33	
5	20.1.22	25	24	24	X	23	23	25	25	19	13	14	X	25	
5	18.3.22	13	17	X	19	21	L4	19	19	19	18	18	20	18	
8	10.6.22	26	X	27	L5	L6	23	23		34	L7	26	38	23	
5	10.2.22	24	L4	19	22	19	19	19	22	22	12	23	21	13	
4	2.2.22	19	12	19	16	20	19	X	16	14	17	13	19	14	
10	27.1.31	73	75	81	68	78	79	X	86	88	81	80ish	86	86	
6	17.6.22	13	21	22	X	25	25	18	28	24	27	L5	29	17	
6	7.7.22	14	14	L3	22	L4	22	21	21	22	27	22	29	L5	
6	17.2.22	23	25	L5	25	25	24	22	24	27	27	30	30	X	
3	10.2.22	5	L2	X	8	4	13	7	9	11	16	13	9	14	
5	27.1.22	23	22	21	24	23	26	X	23	24	25	23	20	21	
7	11.3.22	29	31	31	30	L6	30	19	28	25	28	32	24	32	

The national expectation by the end of Y2 is for pupils to be able to recall and use multiplication and division facts for the **2,10 and 5** times tables. This is achieved once a child passes **Level 3** Cracking Times Tables

97% of pupils entering KS2 & Y3 with times tables recall **above the national expectation**

30% of pupils entering KS2 & Y3 with times tables recall above the national expectation for the end of Y3 (fluent recall of 2, 5, 10, 3, 4, 8 / Level 7 CTT & above)

Provision: Times tables starting in Y2

Evidence:

Multiplication Tables Check Y4

- 79% achieved 100% / 84% in 2021
- 100% achieved 20 >
- PPG = 100%
- SEND pupils made excellent progress.

22/09/2021	16/03/2022	30/03/2022	09/05/2022	MTC TEST
13	18	20	21	25
7	13	14	16	25
22	18	25	25	25
16	22	24	25	25
14	24	25	24	25
16	24	23	22	25
3	11	14	16	23
24	25	25	25	25
13	14	16	22	24
16	22	24	15	25
15	23	25	24	25
3	6	11	13	24
19	15	19	22	25
0	16	10	15	25
19	25	25	25	25
25	25	25	25	25
5	18	10	12	21
11	15	6	7	20
11	16	14	16	25
16	17	20	18	25
13	22	24	25	25
16	18	22	22	25
9	19	12	14	25
13	24	23	23	25
20	24	25	24	25
24	24	24	25	25
12	23	25	21	25
16	23	22	22	25
16	16	17	18	24

What is the MTC?

This is a 25 question test which gives pupils 6 seconds to answer each question. The test generates random questions involving multiplication up to 12 x 12

The table on the left shows progress of Y4 pupils from various check in points.

What else have I been doing?

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CPD - NCETM Mastering Number, Preparing for a Deep Dive in Maths, Maths Subject Leader termly meetings and updating staff with information .

Maths Policy

Communicating to parents:

Online free Maths course

Maths Story Writing competition

Maths book scrutiny - WWW & EBIs shared with staff team

Maths Week

November 2021

Primary Maths Challenge

Y5 & Y6

November 2021

First Maths Challenge

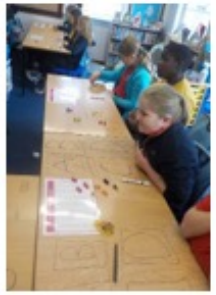
Y2 & Y3

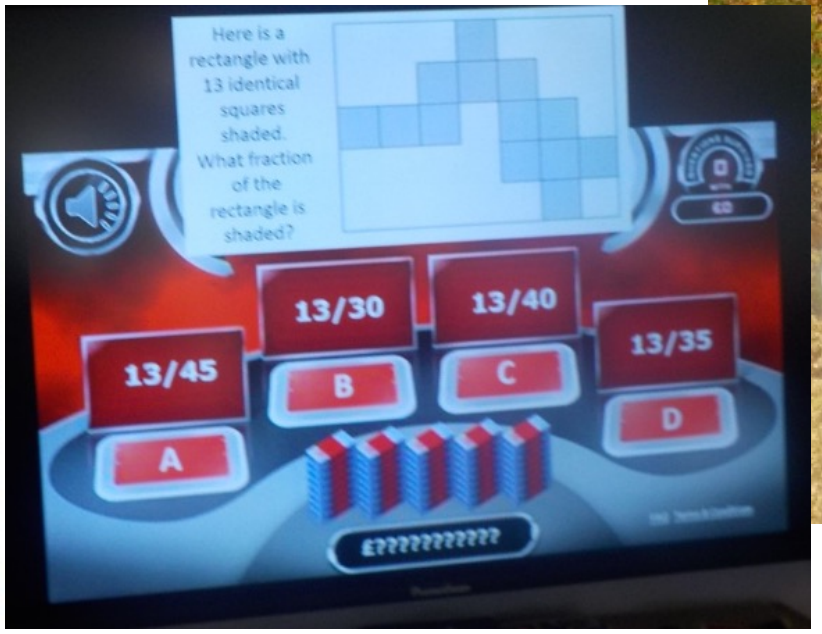
July 2022

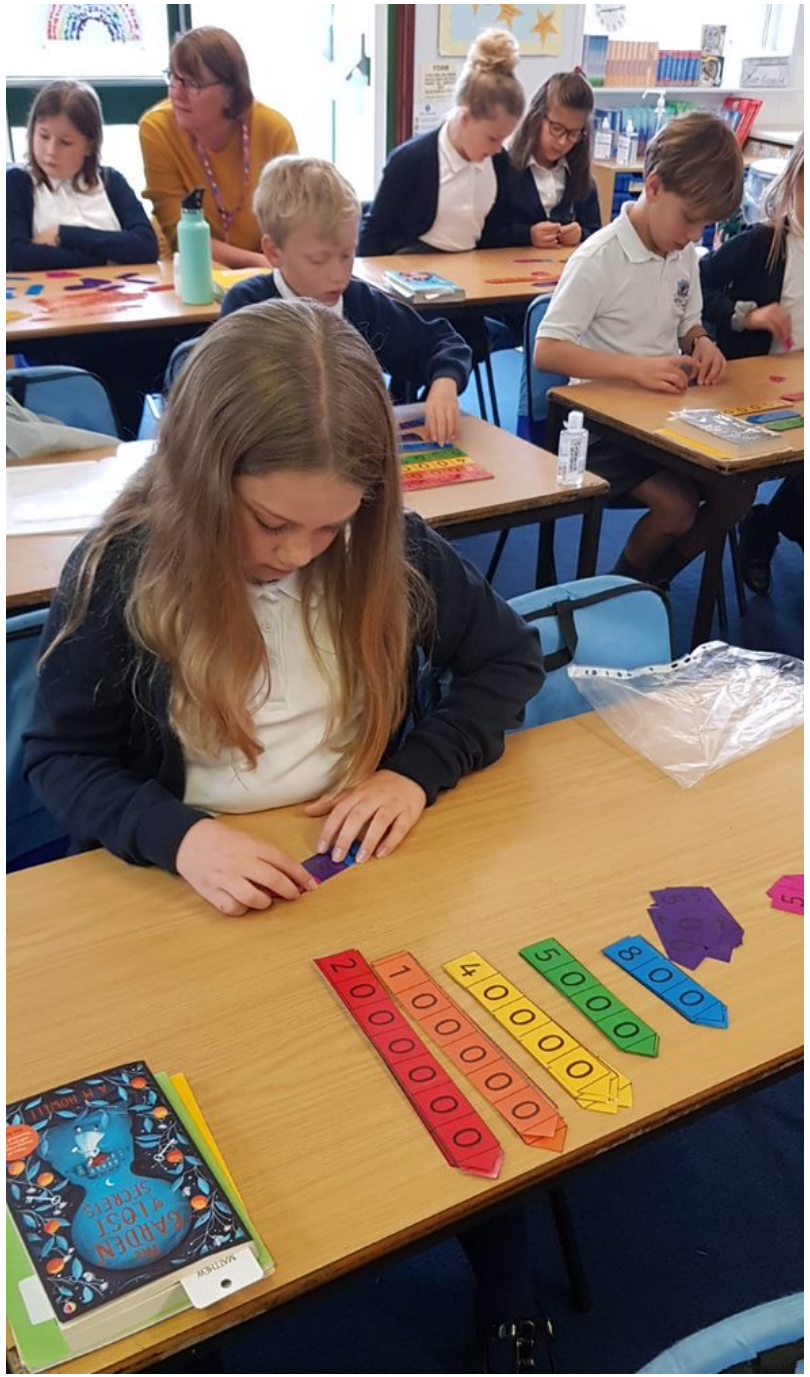
MATHS WEEK ENGLAND

8th - 12th November 2021

Throughout the week, Class 5 took part in lots of different maths problem solving activies including: Million Pound Drop Maths style, Outdoor Maths investigations and the Primary Maths Challenge! They were challenging but we had lots of fun!






2 0 0 0 0 0 0
1 0 0 0 0 0 0
4 0 0 0 0
5 0 0 0
8 0 0
THE GARDEN OF LOST SECRETS
MARTINEW

What do AK children say about Maths?

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What do you most enjoy? I most enjoy problem solving (Y2-4) different star challenges, TTRS (Y2)

How do you know how well you are doing? Ticks in book, feedback from teach, LO stamp, lots of positive feedback, with a star stamp to show I've done super work (Y2) I get to share things (Y1)

What helps in lessons? Adults, talk partners, times tables mats, counters, number lines, seeing examples.

What helps you improve? Checking your work, answering reasoning and problems solving questions, extra times tables groups (Y4) Doing harder questions (Y3) Check your work and do editing (Y2) Use apparatus (Y1-5)

What happens if you get work wrong? Go through with an adult (Y4), make corrections using pink pen (Y3)

What happens if you find work easy? Push yourself to a harder level (Y3) Move onto the next star challenge (Y4, Y3 & Y2) I try a challenge card (Y1)

What do you do if you get stuck? Look on the working wall (Y2) Move onto the next question (Y2) Ask a partner to help you (Y2) Ask a learning buddy (Y5)

Final reflection - next steps

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Times tables program of learning for Y3 & Y4 to be fully MTC ready in 2023

All BARE pupils to have their 3 most important next steps identified and passed onto to their new class teachers so interventions can be as impactful as possible

10 minute number and place value sessions for BARE pupils at the end of daily Maths lesson to help close the gap.

Participation in Wiltshire Maths Innovation Project

(focus on further development of problem solving & reasoning)