



## Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		Maths	Date:
Leader (s)		H Carrier	29.10.2020
	SECTIONS	SUMMARY EVALUATION	
<b>1</b>	<b>INTRODUCTION</b> Why do we teach what we teach?	Maths is a subject that enables children to succeed in life. It promotes the skills of resilience, communication, independence, reasoning and problem solving which are transferable skills to other areas of learning. These skills are also vital in life and will enable the children to be successful learners. Maths teaches children to think in a logical manner and it can be applied to many 'real life' concepts.	
<b>2</b>	<b>CURRICULUM</b> <ul style="list-style-type: none"> <li>● <b>INTENT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	We believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering lessons through the National Curriculum which: <ul style="list-style-type: none"> <li>● Give all pupils, including SEND and disadvantaged pupils, a chance to believe in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.</li> <li>● Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning.</li> <li>● Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</li> <li>● Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).</li> <li>● Teaches different methods that will improve children's understanding of mathematical concepts in a coherently planned way, and these methods will be continually revised, embedded and built upon each year.</li> </ul>	
	<ul style="list-style-type: none"> <li>● <b>IMPLEMENTATION</b></li> </ul>	Maths is taught in all classes from EYFS to Year 6 and the curriculum is designed to deepen children's knowledge and understanding of different mathematical concepts. Maths is also supported by cross-curricular learning in other subjects such as Science, Geography and History. Maths is taught in a coherently planned way; it covers the statements of the national curriculum using the White Rose Hub small steps as a guidance. It is sequenced in a way that allows all children to make progress and continuous formative assessment allows teachers to check understanding and inform teaching. Staff use other resources to support their teaching of Maths and to integrate reasoning and problem solving into their lessons: Classroom Secrets, White Rose resources, NCETM and Deepening Understanding. Teachers are provided with effective support, either through formal training or informal advice. Teachers develop fluency through practising key skills, repeating, reinforcing and revising; in Upper Key Stage 2, children complete weekly arithmetic tests to ensure this fluency is embedded in all pupils. Times Table Rockstars has also been introduced to develop fluency in times tables. Through 'hotmarking', which is promoted in all year groups, staff are able to check pupil's understanding systematically, identify and address misconceptions at the point of learning and provide clear, direct and immediate feedback. This allows all children to make good progress and helps pupils embed and use their knowledge fluently. It also allows children to be 'moved on' and challenged within the lesson. Pre-teaching is used in some year groups to introduce a new topic to lower ability or less confident children so that they feel more equipped to participate during that week's teaching. New mathematical vocabulary should be introduced during these sessions so children are able to use this during the week. Pupils are assessed termly using the steps and statements on Target Tracker, which is then used to address gaps and move children's learning forwards.	
	<ul style="list-style-type: none"> <li>● <b>IMPACT</b> (Include reference to SEND and disadvantaged pupils)</li> </ul>	Due to focussed planning, pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. They are able to apply their mathematical knowledge, concepts and procedures appropriately for their age, and produce good quality work. This is reflected in results from the last national tests: in Key Stage 1, 88% of pupils achieved the expected standard in Maths compared to the national average of 76%; 27% achieved the Greater Depth standard compared to the national average of 22%. In Key stage 2, 81% of pupils achieved the expected standard, compared to the national average of 79%. These show that teaching of Maths at Hurst Park is having a positive impact on children's learning, equipping them for the next stage of their education. SEND and disadvantaged pupils make reasonable progress based on their starting points. A pupil survey shows that children are positive about Maths as a subject and their lessons; children from all year groups stated that Maths makes you more resilient and that there is a good level of challenge in lessons. <ul style="list-style-type: none"> <li>● "Maths can make you more positive and work hard"</li> </ul>	



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		<ul style="list-style-type: none"> <li>● “I really like Maths”</li> <li>● “We learn lots of new things”</li> <li>● “Yes I am challenged everyday”</li> <li>● “We break it down. Our teacher won’t let us give up!”</li> </ul>												
<b>3</b>	<b>BROADER CURRICULUM</b> How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	Within Maths, children are presented with opportunities to promote their social development through paired and group work; they are encouraged to explain their understanding and to support each other. The Maths curriculum promotes the British values of tolerance and resilience on a daily basis through problem solving and understanding of new concepts, encouraging the pupils to persevere and try different methods to arrive at a correct solution. They are allowed to make mistakes and learn from them, and others, during the lesson. This develops confidence and builds self-esteem; it encourages the children to take risks apply these skills to other areas of the curriculum as well as in life.												
<b>4</b>	<b>SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR</b> Focus should include the contribution of the subject to meeting whole school priorities	<ul style="list-style-type: none"> <li>▶ Reasoning and Problem solving are thoroughly embedded throughout the school.</li> <li>▶ Introduction of Times Table Club (BOB) to support Year 4 children in preparation for multiplication check.</li> <li>▶ Moving away from next steps after the lesson to next steps within the lesson.</li> </ul>												
<b>5</b>	<b>ACHIEVEMENT</b> Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff9c4;"> <th style="width: 30%;">Strengths</th> <th style="width: 30%;">▶ Grade 2</th> <th style="width: 40%;">Areas for Development</th> </tr> </thead> <tbody> <tr> <td>▶ Fluency, Reasoning and Problem Solving are embedded across the school</td> <td></td> <td>▶ Challenge for all</td> </tr> <tr> <td>▶</td> <td></td> <td>▶ 85% of pupils to make expected progress, especially in light of home learning that has taken place and the potential gaps that have arisen.</td> </tr> <tr> <td>▶</td> <td></td> <td>▶</td> </tr> </tbody> </table>	Strengths	▶ Grade 2	Areas for Development	▶ Fluency, Reasoning and Problem Solving are embedded across the school		▶ Challenge for all	▶		▶ 85% of pupils to make expected progress, especially in light of home learning that has taken place and the potential gaps that have arisen.	▶		▶
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<b>6</b>	<b>TEACHING</b> Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e8eaf6;"> <th style="width: 30%;">Strengths</th> <th style="width: 30%;">▶ Grade 2</th> <th style="width: 40%;">Areas for Development</th> </tr> </thead> <tbody> <tr> <td>▶ Maths Working Walls display current learning</td> <td></td> <td>▶ Develop the use of AFL in lessons</td> </tr> <tr> <td>▶ Hotmarking is used in all lessons</td> <td></td> <td>▶ Questioning</td> </tr> <tr> <td>▶ White Rose Premium resources are used to support teachers where needed.</td> <td></td> <td>▶ Challenge in all parts of the lesson</td> </tr> </tbody> </table>	Strengths	▶ Grade 2	Areas for Development	▶ Maths Working Walls display current learning		▶ Develop the use of AFL in lessons	▶ Hotmarking is used in all lessons		▶ Questioning	▶ White Rose Premium resources are used to support teachers where needed.		▶ Challenge in all parts of the lesson
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<b>7</b>	<b>LEARNING BEHAVIOURS</b> Including behaviour in lessons & around the school, attitudes to learning. Pupils’ enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffe0b2;"> <th style="width: 30%;">Judgement</th> <th style="width: 30%;">▶ Grade 2</th> <th style="width: 40%;">Areas for Development</th> </tr> </thead> <tbody> <tr> <td>▶ Generally, expectations are high in Maths</td> <td></td> <td>▶ Ensure there are high expectations for Maths in all year groups</td> </tr> <tr> <td>▶ Pupils enjoy Maths</td> <td></td> <td>▶</td> </tr> <tr> <td>▶</td> <td></td> <td>▶</td> </tr> </tbody> </table>	Judgement	▶ Grade 2	Areas for Development	▶ Generally, expectations are high in Maths		▶ Ensure there are high expectations for Maths in all year groups	▶ Pupils enjoy Maths		▶	▶		▶
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<b>8</b>	<b>LEADERSHIP/MANAGEMENT</b> How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e8f5e9;"> <th style="width: 30%;">Strengths</th> <th style="width: 30%;">▶ Grade 2</th> <th style="width: 40%;">Areas for Development</th> </tr> </thead> <tbody> <tr> <td>▶ Subject Leader and SLT have high expectations</td> <td></td> <td>▶ Ensure Maths teaching is good or higher in all year groups</td> </tr> <tr> <td>▶ Staff receive regular input from Subject Leader – both through formal training and from staff seeking advice</td> <td></td> <td>▶ Complete maths videos to support parents with home learning</td> </tr> <tr> <td>▶</td> <td></td> <td>▶ Update calculation policy</td> </tr> </tbody> </table>	Strengths	▶ Grade 2	Areas for Development	▶ Subject Leader and SLT have high expectations		▶ Ensure Maths teaching is good or higher in all year groups	▶ Staff receive regular input from Subject Leader – both through formal training and from staff seeking advice		▶ Complete maths videos to support parents with home learning	▶		▶ Update calculation policy
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<b>9</b>	<b>OVERALL EFFECTIVENESS</b>	Overall, pupils achieve well in Maths and teaching is good. Pupils and staff are positive about maths and generally expectations are high.												



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<b>10</b>	<b>WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?</b>	A good learner is enthusiastic about maths and shows an enjoyment of the subject. They are someone who is able to reason and use appropriate mathematical vocabulary to explain their answers to peers and adults. It is important that they have the resilience needed to solve multiple step problems that require them to use different operations and processes. They should also be fluent, show quick recall of key facts and apply this to a variety of different problems.
<b>11</b>	<b>KEY AREAS FOR SUBJECT DEVELOPMENT</b> Especially achievement and quality of teaching	<ul style="list-style-type: none"><li>▶ Develop the use of AFL in lessons</li><li>▶ Questioning</li><li>▶ Challenge for all in all parts of the lesson</li></ul>