



**WESTFIELD PRIMARY SCHOOL**

**2020**

**Maths Subject Report**

<b>Subject</b>	<b>Maths</b>	<b>Date</b>	<b>December 2020</b>
<b>Report prepared by</b>	Jo Phillips		
<b>Overview of the year: Sept 2019 - Dec 2020</b>			
<p>This year has been impacted by COVID 19, with the school going into Lockdown in March, although being open up for 50% of the school, in all year groups by July 2020. To combat this, we have introduced a new aspect of planning to ensure that children are having a well-scaffolded approach to Maths which starts from a place of secure understanding.</p> <p>Using an S-Plan structure, staff meet as a team so that all teachers can have an input, and an understanding of the learning journey for their Maths teaching over the unit. The teachers start from previously taught units, and build in very slow steps up ton the new learning. This should ensure that every child is keeping up, rather than catching up.</p> <p>We have also rolled out the Maths No Problem Scheme to year 4.</p> <p>We will also be introducing a new style of assessment test.</p>			
<b>Curriculum: Intent, implementation, Impact</b>			
<b><u>Intent</u></b>			
Our aims in mathematics teaching are:			
<ul style="list-style-type: none"> <li>• To enable pupils to be proficient, competent and confident with numbers, shapes and measures, and to have the ability to solve routine and non-routine mathematical problems.</li> <li>• To foster positive attitudes towards mathematics by developing pupils confidence in using mathematical equipment and vocabulary, and through developing their mental strategies.</li> <li>• To develop the ability to communicate mathematics</li> <li>• To develop an understanding of mathematics through a process of enquiry and experiment</li> </ul>			
<b><u>Implementation</u></b>			
<ul style="list-style-type: none"> <li>● Children are being given regular opportunities for feedback, through pupil conferencing regularly with the teacher.</li> <li>● Intervention happens regularly - in-class 'gap-plugging' sessions, 1:1/small group with TA/HLTA, or by CT</li> <li>● Year 6 Interventions focus on identifying gaps and areas of weakness; fluid groupings are then used to close the gaps as quickly as possible</li> <li>● New resources have been purchased - No Problem Maths to develop the Mastery process; Subscription to Classroom Secrets which has lots of reasoning and fluency activities that are well-matched to the curriculum we are delivering; 100 club - a weekly tables challenge for KS2 - continues to be a success</li> <li>● More Able Maths Challenge Days organised</li> <li>● Progress is discussed during Pupil Progress Meetings - interventions/ strategies to support are discussed and planned</li> <li>● Maths Lead and SENCo took part in SEND Maths course ; Maths Lead and Yr 1 and Yr 5 teachers attend Mastery Course</li> </ul>			

- CPD delivered during staff meetings as necessary

**Impact:**

PUMA Previous Summer tests Au 1 <sup>st</sup> Half	115+ SS	100+ SS (includes 115+)	Within 2 marks of 100 SS (includes those at 100+)
Year 1	22/55 40%	38/55 69%	
Year 2	15/59 25%	37/59 63%	
Year 3	15/48 10%	29/48 60%	
Year 4	25/70 36%	50/70 71%	
Year 5	25%	44/71 62%	
Year 6	30%	45/76 59%	

- QA Monitoring shows Fast Feedback being used throughout the school and children find it very useful
- QA shows high quality planning - following the scheme in Yrs 1-4 and developed by CT in 5 and 6
- CPA Approach being fully integrated in most classes
- SATS were cancelled last Summer

**Next steps:**

- S-Plan planning process to be embedded
- Fast-Feedback continues to be a fundamental part of the process
- Continuing to develop the outdoors as a learning environment for Maths
- Monitoring of planning to ensure gap plugging is taking place regularly - and data sheets to see the impact

**5 Key messages of the year:**

- MNP Scheme successfully used in Yrs 1-4
- Assessments being updated - new NTS Assessment system to be used; including gap plugging analysis feature to identify areas of weakness
- QA monitoring continues to show staff following policies for planning and Fast Feedback
- Outdoor Learning continues to be an area for improvement

**What Performance Information is monitored?  
What are the 3 questions are you considering for future developments?**

**Key Questions:**

- NTS Assessment Tests to be used ... will they be correlate with previous PUMA test scores?
- Are staff getting the right starting point for their units of learning - and adapting the teaching to meet the needs of the children, not just following the scheme?
- What is the impact of large absences? Can we gap plug enough to ensure children are secure?

<ul style="list-style-type: none"> <li>• Covid-19 has had a big impact - as have isolations and lockdowns. S Plan implemented to ensure teachers are planning from a place of previous understanding and scaffolding the learning journey well as a team</li> </ul>																																
<b>What is progress like within this subject?</b>	<b>How much funding did you receive this year and what was it spent on?</b>																															
<p>As Summer assessments did not take place, we are judging from Spring 20.</p> <table border="1" data-bbox="150 712 603 1055"> <thead> <tr> <th rowspan="2">At/above Expected</th> <th colspan="3">Maths</th> </tr> <tr> <th>All</th> <th>SEND</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>69%</td> <td>20%</td> <td>50%</td> </tr> <tr> <td>Year 2</td> <td>63%</td> <td>40%</td> <td>56%</td> </tr> <tr> <td>Year 3</td> <td>67%</td> <td>14%</td> <td>50%</td> </tr> <tr> <td>Year 4</td> <td>71%</td> <td>36%</td> <td>59%</td> </tr> <tr> <td>Year 5</td> <td>61%</td> <td>20%</td> <td>37%</td> </tr> <tr> <td>Year 6</td> <td>63%</td> <td>17%</td> <td>43%</td> </tr> </tbody> </table>	At/above Expected	Maths			All	SEND	PP	Year 1	69%	20%	50%	Year 2	63%	40%	56%	Year 3	67%	14%	50%	Year 4	71%	36%	59%	Year 5	61%	20%	37%	Year 6	63%	17%	43%	<p>£8220.20 This was spent on resourcing the new scheme; CPD for staff; workshops and experiences for pupils.</p>
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<b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b>	<b>How are Fundamental British Values promoted within your subject?</b>																															
<ul style="list-style-type: none"> <li>• Learning For Life books - whenever lessons have a real-world application</li> <li>• Positivity - children approach lessons and challenge with a positive attitude</li> <li>• Respect - pupils share their misunderstandings or challenges and are treated with respect by others, who understand that not everybody learns/understands at the same pace</li> <li>• Independence - children are encouraged to develop Mastery so that they are able to solve problems independently - through use of visualisation/resources/jottings</li> <li>• Diversity - a range of challenges through various themed weeks; understanding our class as a group of diverse learners who approach things in different ways</li> <li>• Excellence - children are valued for their achievements - big or small! They are able to articulate what they have done well, as well as areas they could improve</li> <li>• Relationships - working in varied groupings.</li> </ul>	<ul style="list-style-type: none"> <li>• Democracy - voting and representing opinions through data analysis and statistics</li> <li>• Rule of Law - following school rules</li> <li>• Tolerance of different cultures and religions - respecting others views</li> <li>• Mutual Respect - respecting others' views; a safe space to say when we don't understand</li> <li>• Individual Liberty - finding different ways of working</li> </ul>																															

<p>Supporting/learning from others</p> <ul style="list-style-type: none"> <li>• Resilience - trying new ways of solving a challenge; keep going when you've made a mistake</li> <li>• Resourceful - trying different ways to solve a problem - resources/jottings/visualisation techniques</li> <li>• Risk-taking - having a try even if it's hard; working in new groupings/ways; learning new techniques and processes</li> <li>• Reflective - understanding when you've achieved/why you haven't been successful; asking for help; explaining your learning</li> </ul>	
<p><b>If you could change/ develop one thing in this area what would it be and why?</b></p>	<p><b>What will be the three key resources you will be bidding for this year and why?</b></p>
<ul style="list-style-type: none"> <li>• Staff to use outdoor area more fully</li> </ul>	<ol style="list-style-type: none"> <li>1. More Resources to support key areas of learning: fractions, place value</li> <li>2. Resources for Maths No Problems</li> <li>3. Funding for workshops/experiences</li> </ol>
<p><b>Subject Web: Subject Web: Why do we teach what we teach?</b></p> <p>Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative Maths curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in Maths throughout Westfield.</p> <p><b>6 key skills:</b></p> <ol style="list-style-type: none"> <li>1. Number fluency</li> <li>2. Reasoning - finding different approaches to solving a range of problems</li> <li>3. Resilience</li> <li>4. Reading and understanding word problems</li> <li>5. Positive attitude towards challenges</li> </ol> <p>Risk-taking</p> <p><b>How do you ensure every skill is taught within your subject?</b></p> <p>There is a clear skills progression document and Curriculum Overview and Rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.</p> <p>Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge. All year groups follow the Objectives as laid out in The National Curriculum, following the headings:</p> <ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> </ul>	

- Fractions (including decimals and percentages)
- Measurement
- Properties of shapes
- Position and direction
- Use and Interpret data
- Ratio and Proportion (Yr 6)
- Algebra (Yr 6)

Reception topics that include subject (teachers follow the EYFS curriculum):

Maths is split into two areas: Numbers, Shape, space and measure.

They follow the characteristics for Effective Learners:

- Playing and exploring - engagement;
- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'
- Active learning - motivation
- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do
- Creating and thinking critically - thinking
- Having their own ideas
- Making links
- Choosing ways to do things

Teachers assess using observations and discussions which are recorded using 2Simple.

**Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.**

1hr daily plus New wave Maths programme at the start of each day

The curriculum is led by National Curriculum objectives, but adapted and organised to match our assessment program (PUMA)/ No Problem Maths. Resources such as Abacus/White Rose Maths Hub/Twinkl are used to support the objectives; flexibly used by the teacher to suit the needs of the learners

**Describe what a good learner of this subject looks like when they leave Westfield Primary School?**

*What are the 7 key components of a good learner in your subject?*

- Positive towards challenges
- Resourceful
- Love of learning - keen to develop their independent learning skills
- Able to explain their ideas to others
- Able to think of ways to solve problems, and adapt if need be
- Fluent and confident to solve a range of calculations
- Able to follow processes to find a solution

<p><b>What does Fast Feedback look like in your subject?</b>  <b>How do you know this has been effective for children's progress?</b></p>	<p><b>Is your subject an SDP priority?</b>  <b>Has there been school training and / or development related to your subject / specific SDP</b></p>
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	<p><b>objectives? Have you taken part in any individual research?</b></p> <p><b>What has been the impact of this on the children and staff?</b></p>
<p>Evidence of children self-correcting their work and re-drafting, if appropriate.</p> <p>Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p> <p>Staff have a good understanding of how the children are learning in Maths - they are quick to respond to any issues and use intervention/gap plugging in a timely way to ensure children can keep up with the learning in the lessons.</p>   	<p><b>Maths is an SDP priority across all four key objectives:</b></p> <p>To use teacher assessments (scholar pack) and standardised scores to be accountable for pupil outcomes, monitoring Teacher Assessments progress across the year in Scholar Pack, with an aim to achieve at least a zero progress measure for each core subject. Central to our progress judgement is our quality assurance system.</p> <p>To raise the profile and culture of reading, so that it impacts on pupil outcomes being higher than 2018/2019 (67% / +0.3, there was no external data for the academic year 2019/20) and to continue to improve writing progress and attainment across the school. Also taking into account the amount of time the school was closed due to the Corona Virus, therefore, any gaps in learning will need to be addressed</p> <p>To continue to diminish the difference for disadvantaged pupils (DAP) so that they make better than expected progress to enable them to reach expected outcomes. Due to school closure during the Corona Virus crisis, all staff will need to ensure gaps in learning are assessed and addressed as necessary. No external data was produced for the 2019/20 academic year</p> <p>To continue to deliver outstanding personal development, behaviour and welfare (PDBW). So that all staff and pupils' well-being and mental health is promoted and this is demonstrated through feedback in questionnaires from all stakeholders (staff, pupils and parents). This is of vital importance following the extended school closure due to the Corona Virus and the uncertainty this created for the whole school community.</p> <p>The Subject Folders (stored electronically) hold any information pertaining to QAs, subject networks, informal networks, moderation, training powerpoints etc), research activities, for example the research I did on S-Plans which was then delivered to staff during a staff meeting, and then to Governors.</p> <p>This has had a direct impact n our planning process and the delivery of new units of learning to pupils.</p> <p>I made sure to ensure that staff understand the importance in starting from a lower than usual point on the anxiety and emotional well-being of pupils so that they were not overwhelmed with learning they had missed due to Covid-19, and it's impacts.</p> <p>My monitoring of planning has shown that staff are following our policies and that the children are experiencing interesting, well-planned maths lessons that meet their current needs.</p>