WESTFIELD PRIMARY SCHOOL

2022-2023

Maths Subject Report

Subject	Maths	Date	September 2023
Report prepared by	Kate Beattie		

Overview of the year: Sept 2022 – Sept 2023

This year we have had a strong focus on times tables in KS2 with a very successful Maths week that was focused completely on tables. We started the week with a themed 'dress like a Rockstar' day and completed a variety of activities in class. KS1 had Lego-themed workshops (looking at arrays) and the whole school collaborated to participate in an Egyptian adventure day with a visiting company.

More able Maths workshops were coordinated and run, with Westfield hosting several other schools in order to participate.

As a new subject leader, I have spent time attending network meetings, liaising with other Maths leads and familiarising myself with the Maths curriculum across the school through Quality Assurance.

Curriculum: Intent, implementation, Impact

Intent

Our aims in mathematics teaching are:

- To develop a Westfield learner from EYFS to Year 6 who is an independent, confident learner with high aspirations, following our PRIDE values in an environment that is challenging, motivating, disciplined, caring, kind and moral; with a positive attitude towards Maths
- To ensure every child, including SEN/ DAP and EAL, has a broad, balanced and ambitious curriculum appropriate to their needs, by developing pupils' confidence in using mathematical equipment and vocabulary, and through developing their mental strategies.
- To enable all children to experience a rich cultural capital through our curriculum & enrichment activities, developing the life skills to become a successful member of our global society, through an interesting, creative Maths curriculum, following a process of enquiry and experiment
- To provide the highest quality of education for all our children, where children can acquire the skills and knowledge through a curriculum which will 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.
- To develop an understanding of mathematics as a language which builds on prior learning through carefully planned and structured lessons, underpinned by a strong understanding of the vocabulary required

Implementation

- Children are being given regular opportunities for feedback, through pupil conferencing regularly with the teacher.
- Intervention happens regularly – in-class 'gap-plugging' sessions, 1:1/small group with TA/HLTA, or by CT
- Interventions focus on identifying gaps and areas of weakness; fluid groupings are then used to close the gaps as quickly as possible
- A wide range of resources have been purchased for to allow teachers to flexibly teach our curriculum, using the Mastery Approach – No Problem Maths to develop the Mastery process; Classroom Secrets; tables booklets, Abacus online subscription, Twinkl
- Progress is discussed during Pupil Progress Meetings – interventions/ strategies to support are discussed and planned

- All teachers received CPD from our local Maths Hub – New to Mastery; Mastering Numbers; Sustaining Mastery – both for experienced teachers and ECTs CPD delivered during staff meetings as necessary
- Lead attended regular CPD/network meetings with local hub (SJB led)
- Maths Ambassador Scheme set up – weekly celebration of a child in each class for achievement or attitude in Maths
- Governor's Trophies awarded
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Impact:

Multiplication Check results

Fully met 25/25 = 2% (1/57)

Secure 22-24 = 37% (21/57)

Fluent 18-21 = 25% (14/57)

Not met 17 and below = 37% (21/57)

Total of 18+ marks = 36/57 = 63%

Overall attainment was at 68.07% according to Assembly Analytics – putting us as second highest performing school in the Trust for Maths.

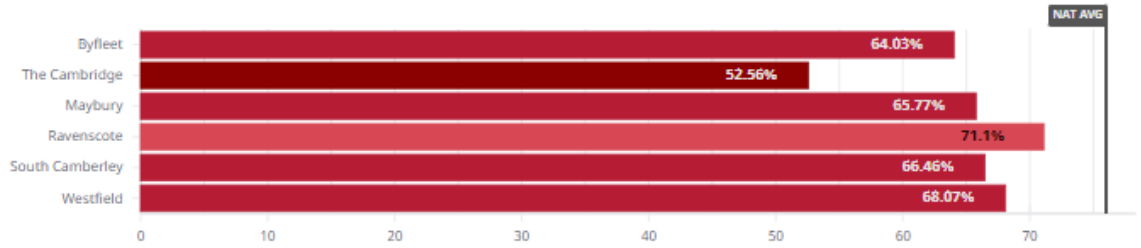
Maths

Maths Expected+

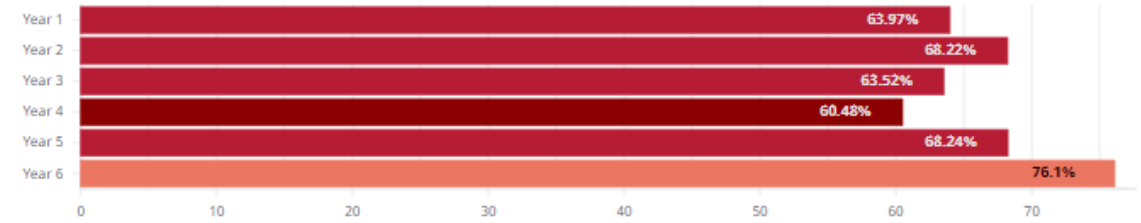
Percentage at the expected level or above in Maths

66.26%	76%	14th
Your MAT	National Avg.	Percentile

Primary School Breakdown

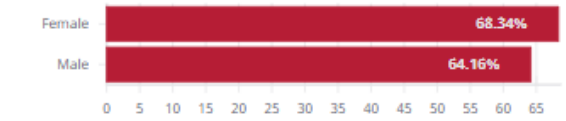


By Year Group

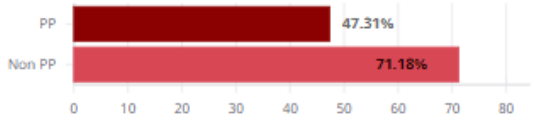


Year group data suggests that the weakest year groups for focus next year are Year 3 and 4.

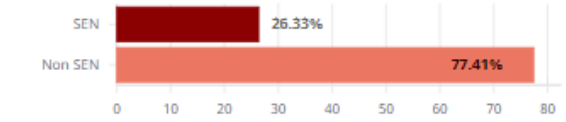
By Gender



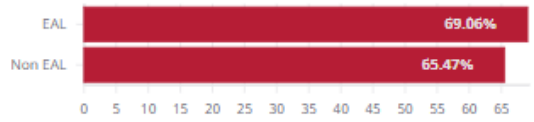
By Pupil Premium



By SEN Status



By EAL Status



- QA Monitoring shows Fast Feedback being used throughout the school and children find it very useful
- QA shows high quality planning
- CPA Approach being fully integrated in most classes

SATS were carried out this year.

Results below:

2023 Year 6 Expected %		
Cohort	**School**	Nat.Prov
Reading	**73%**	73%
Writing	**74%**	71%
Maths	**74%**	73%
EGPS	**76%**	72%
Combined	**57%**	59%
2023 Year 2 Expected %		
Cohort	**School**	22 Nat.
Reading	**64%**	67%
Writing	**47%**	57%
Maths	**64%**	67%
Combined	**46%**	53%

Next steps:

- Fast-Feedback continues to be a fundamental part of the process
- Continuing to develop the outdoors as a learning environment for Maths – we are doing this as our class action bid for 2023-2024
- Monitoring of planning to ensure gap plugging is taking place regularly – and data sheets to see the impact
- Tables teaching to be a focus especially in years 3-5
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Key messages of the year:

- QA monitoring continues to show staff following policies for planning and Fast Feedback
- Times Tables are a key skill for the proceeding year groups.
- Problem solving skills continue to be a focus across the school
- Our morning maths work is helping to improve fluency across the school.

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

Key Questions:

- Can we ensure children are secure and fluent with their tables so we achieve 65% in national tables check next year?
- 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?

What is progress like within this subject?

	Maths			
All	**% at age related (TA)**	**Progress Measure (SP)***	**% 100+ NTS**	**Progress Measure (Test)**
Year 1	76%	5.57	70%	7
Year 2	64%	5.54	42%	-2.3

How much funding did you receive this year and what was it spent on?

£4300

This was spent on resources; CPD for staff; workshops and experiences for pupils, and stickers and badges to celebrate achievement in Maths.

Year 3	72%	6.2	77%	14.5
Year 4	67%	6	72%	8.9
Year 5	61%	5.63	55%	4.6
Year 6	78%	6.67	53%	1.1

Year 3, 4 and 6 made expected progress (at least 6 points)

How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	**How are Fundamental British Values promoted within your subject?**
• Learning For Life books – whenever lessons have a real-world application • Positivity – children approach lessons and challenge with a positive attitude; celebrations in assembly – Governor Trophy/ Maths Ambassadors • 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 • Independence – children are encouraged to develop Mastery so that they are able to solve problems independently - through use of visualisation/resources/jottings • Diversity – a range of challenges through various themed weeks; understanding our class as a group of diverse learners who approach things in different ways • 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 • Relationships – working in varied groupings. Supporting/learning from others • Resilience – trying new ways of solving a challenge; keep going when you've made a mistake • Resourceful – trying different ways to solve a problem – resources/jottings/visualisation techniques • Risk-taking – having a try even if it's hard; working in new groupings/ways; learning new techniques and processes	• Democracy – voting and representing opinions through data analysis and statistics • Rule of Law – following school rules • Tolerance of different cultures and religions – respecting others views • Mutual Respect – respecting others' views; a safe space to say when we don't understand • Individual Liberty – finding different ways of working

• Reflective – understanding when you've achieved/why you haven't been successful; asking for help; explaining your learning	
If you could change/ develop one thing in this area what would it be and why?	**What will be the three key resources you will be bidding for this year and why?**
• Children to be secure with tables as they progress through KS2	1. More Resources to support key areas of learning: fractions, place value 2. Awards and ways to celebrate Maths 3. Funding for workshops/experiences

Subject Web: Why do we teach what we teach?

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.

6 key skills:

1. Number fluency
2. Reasoning – finding different approaches to solving a range of problems
3. Resilience
4. Reading and understanding word problems
5. Positive attitude towards challenges

Risk-taking

How do you ensure every skill is taught within your subject?

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.

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:

Number and place value
Addition and subtraction
Multiplication and division
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

What does Fast Feedback look like in your subject? **How do you know this has been effective for children's progress?**	**Is your subject an SDP priority?** **Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?** **What has been the impact of this on the children and staff?**
Evidence of children self-correcting their work and re-drafting, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.	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 teaching tables which was then shared with staff during July INSET.

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.   	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. We have also had a reflection on the expectations of a Maths lesson, to ensure Quality First Teaching. 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.