


<p style="text-align: center;"><b>Maths</b></p>  <p><b>Subject Lead:</b> Steve Osborne</p>	<p><b>Subject Intent:</b></p> <ul style="list-style-type: none"> <li>• For all pupils to have a positive attitude towards the subject.</li> <li>• For all pupils to make links between the mathematics they learn at school and real-life applications.</li> <li>• For all pupils to have an understanding of the interrelatedness of the subject and make links between all areas of the subject thereby developing coherent mathematical thinking.</li> <li>• For all pupils to have the knowledge, reasoning and problem-solving skills necessary to achieve age-related expectations.</li> <li>• For all pupils to make at least expected progress.</li> </ul> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p style="text-align: center;"><b>Covid Catch-Up Plans</b></p> <p>Manipulatives to support concrete understanding audited PUMA testing to identify gaps in knowledge Intervention sessions timetabled (Currently Yr 6) Purchase of resources to support home learning (White Rose Premium) 3<sup>rd</sup> Space Learning TTRS (including stats bolt on) Numbots Year 6 Study sessions</p>
<p style="text-align: center;"><b>Teaching</b></p> <p>White Rose adapted Fluent in 5 sessions to develop arithmetic and fluency skills and reinforce prior learning Daily taught sessions Key vocabulary prioritised Sequences of teaching and learning built for each component (including initial assessment and end of block assessment to conclude) Streamed maths sessions in UKS2 Calculation policy to support transition Mastering Number – EYFS/KS1 research project</p>	<p style="text-align: center;"><b>Personalised Learning</b></p> <p>Quality First Teaching Mastery approach to learning Differentiated Learning to meet needs of learners Pupils are aided to know and remember prior learning through retrieval practice (Fi5) built into learning sequences Streamed lessons in UKS2 Use of resources, models and images Calculation policy to reflect children’s learning needs at that time Tracking grid to triangulate KPIs, National Curriculum and White Rose planning</p>	<p style="text-align: center;"><b>Resources</b></p> <p>Times Table Rockstars subscription Numbots Subscription Number concrete resources in each class Testbase I see reasoning White Rose Premium resources subscription</p>	<p style="text-align: center;"><b>Cultural Capital</b></p> <p>Economic awareness developed through: - PSHE lessons - Whole school charity work Real Life Maths</p>	<p style="text-align: center;"><b>Assessment</b></p> <p>Formative assessments by all adults in all lessons to ensure learning is adapted as necessary. Start of block assessments End of block assessments TT Rockstars Statistics Rising Stars PUMA SATs</p>
<p style="text-align: center;"><b>Inclusion - SEND</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets Streamed groups in UKS2 SEND document – support pupils to access maths Calculation policy</p>	<p style="text-align: center;"><b>Curriculum Scope and Progression</b></p> <p>Component parts are sequenced to build on prior learning Planning using White Rose overviews Supplemented with Gareth Metcalfe/NCETM resources Component parts are planned in conceptual blocks of two or three weeks Disciplinary and Substantive knowledge mapped out across the school Wider curriculum links – Science Investigations, Fieldwork and Co-ordinates in Geography, measuring in Design and Technology</p>	<p style="text-align: center;"><b>Working as a Mathematician</b></p> <p>Each Milestone has been broken down into ‘Skills as a Mathematician’ to demonstrate progression from Milestone 1 through to Milestone 3 Focus on fluency and mental mathematics Planned opportunities for cross-curricular maths Maths problems set in real-life contexts</p>	<p style="text-align: center;"><b>Monitoring</b></p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p><u>2019</u> KS1 2017 – 81% 2018 – 75% 2019 – 75%</p> <p>KS2 2017 – 61% 2018 – 62% 2019 – 81%</p> <p><u>O-Track</u> (current EXS+) EYFS – N 71% NP 73% Yr 1- 74% Yr 2- 60% Yr 3- 48% Yr 4- 54% Yr 5- 53% Yr 6- 27%</p>
<p style="text-align: center;"><b>Disadvantaged Pupils</b></p> <p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required</p>	<p style="text-align: center;"><b>Transition</b></p> <p>Information and data sharing with class teachers Links with secondary school to share information</p>	<p style="text-align: center;"><b>CPD</b></p> <p>Maths Leaders – termly meetings with Kernow Learning Maths leads Mastering Number – Training EYFS/Year 1 – Maths Hub – Number</p>	<p style="text-align: center;"><b>Strengths</b></p> <p>Consistent approach to teaching of calculations Working walls support learning Assessment identifies children who need support and stretch</p>	<p style="text-align: center;"><b>Next Steps</b></p> <p>Integrated Maths across the curriculum – mapped Increased opportunities to develop cultural capital planned and mapped across the school.</p>

School-Led Tutoring (Covid Catch Up Plan)				
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