


<p style="text-align: center;">Maths</p>  <p>Subject Lead: Nicky Sleeman, Isabel Fairweather and Laura Badger</p>	<p>At St Francis School, we believe all children can achieve in mathematics. We teach the skills necessary so that children can select which mathematical approach is effective in different scenarios. We aim to deliver an inspiring and engaging mathematics curriculum through high quality teaching. This approach enables the children to be numerate, creative, independent, inquisitive, enquiring and confident. A mastery curriculum promotes a deep, long-term, secure and adaptable understanding of the subject, so that children are fluent at mathematics; possess a growing confidence to reason mathematically and the ability to apply maths to solve problems. We endeavour to ensure that children develop a positive and enthusiastic attitude towards mathematics that will stay with them throughout their lives.</p> <p>Intent: The intention of the Maths curriculum at St Francis School is for its pupils to become competent mathematicians. At St Francis School, we develop children's enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. We provide challenge for all our children and provide them with the support they need to push boundaries and deepen their understanding further.</p>			<p style="text-align: center;">Covid Catch-Up Plans</p> <p>Manipulatives to support concrete understanding audited with new purchased for every classroom Purchase of PUMA testing to identify gaps in knowledge Intervention and booster sessions timetabled Intervention programme researched, purchased with CPD delivered to all staff on implementation Purchase of resources to support home learning</p>
<p style="text-align: center;">Teaching</p> <p>White Rose adapted Key Skills sessions to develop arithmetic and fluency skills Daily taught sessions Key vocabulary prioritised Knowledge Organisers in place Sequences of teaching and learning built for each component (including initial assessment and POP Task to conclude) Streamed maths sessions in UKS2 Calculation policy to support transition</p>	<p style="text-align: center;">Personalised Learning</p> <p>Quality First Teaching Targeted intervention based on POP task outcomes and TA Differentiated Learning to meet needs of learners Pupils are aided to know and remember prior learning through retrieval practice built into learning sequences Streamed lessons in UKS2 Groupings within class Use of resources, models and images Calculation policy to reflect children's learning needs at that time</p>	<p style="text-align: center;">Resources</p> <p>Times Table Rockstars subscription Tackling Times Tables Number concrete resource box in each class Testbase I-see Reading KS1 I see reasoning and problem-solving across KS2 Classroom Secrets subscription On Track Maths</p>	<p style="text-align: center;">Cultural Capital</p> <p>Maths Olympiad – Y6 pupils Real Life Maths STEM Maths Clubs STEAM opportunities integrated within everyday learning and one-off enrichment Economic awareness developed through: - Discrete Maths learning - PSHE lessons - Year group charity work - Whole school charity work STEM workshop planned for AA/PPG AA for Feb 2022 (Engineering focus)</p>	<p style="text-align: center;">Assessment</p> <p>Formative assessments by all adults in all lessons to reframe learning (if required) Baseline Assessments Rising Stars PUMA SATs POP Tasks (based on Testbase to support validity of assessments) MMTC (June 2022)</p>
<p style="text-align: center;">Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions using On Track Maths (part of COVID Catch Up plan) Streamed groups in UKS2 Differentiated learning Personalised programmes – Maths for Life IPM Targets Calculation policy</p> <p><i>See also 'Supporting Every Pupil in Mathematics' document</i></p>	<p style="text-align: center;">Curriculum Scope and Progression</p> <p>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 Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – Science Investigations, Fieldwork and Co-ordinates in Geography, measuring in Design and Technology</p>	<p style="text-align: center;">Working as a Mathematician</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;">Monitoring</p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Flash Visits Pupil Voice Intervention Tracking Sheets</p>	<p style="text-align: center;">Outcomes</p> <p><u>2019</u> KS1 - 69% EXS 18% GDS KS2 – 90% EXS 45% GDS Progress Measure – 4.03</p> <p>Summative assessment is made by class teachers at the end of each half term. This is reported to parents in the form of a written report. Data is used to identify trends in classes, year groups and across the school, and inform future planned learning.</p>
<p style="text-align: center;">Disadvantaged Pupils</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 School-Led Tutoring (Covid Catch Up Plan) STEM club for AA STEM workshop opportunities planned (first in Feb 2022)</p>	<p style="text-align: center;">Transition</p> <p>Information and data sharing with class teachers Links with secondary school to share information Calculation policy developed to promote cohesion, consistency and progression</p>	<p style="text-align: center;">CPD</p> <p>Maths Leaders – termly meetings with Kernow Learning maths leads Staff Meeting Nov 21 – calculation policy Deep Dive in maths – January 21</p>	<p style="text-align: center;">Strengths</p> <p>Maths is high profile – standards in books Consistent approach to teaching of calculations Working walls support learning Workshops for parents Integrated Maths across the curriculum – mapped Assessment and marking identify children who need support and stretch Closing the gap between boys' and girls' maths attainment</p>	<p style="text-align: center;">Next Steps</p> <p>Impact of Challenge and Diving Deeper on Greater Depth standard being achieved Plan progression in Real-Life Maths opportunities Timetables focus in Y4 – parent workshop planned Effective Interventions in place to plug gaps highlighted through data drops each term. Continue to close the gap between girls' and boys' attainment through considered seating</p>