

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

- a. Ensure that Maths standards remain high and consistent (change of Maths postholder).
- b. Teachers strengthen their skills in planning for each small step of learning.
- c. Put an emphasis on fluency of number facts in KS1.

2. PROGRESS AND IMPACT TO DATE

MATHS at Maryland

a. Postholder has been attending maths mastery this year. The recent deep dive from OFSTED showed maths to be a strength at Maryland.

To support children with the year 4 multiplication check, an after school club was established for focus children to attend. Following the recent mock checks, all of the children who have been attending the club have improved their fluency and accuracy in their recall of their times tables.

b. Sequencing is progressive and the small steps ensure that any gaps in learning are addressed. Lesson structures are consistent throughout the school which enable the children to become independent with their learning and are able to recall their previous learning.

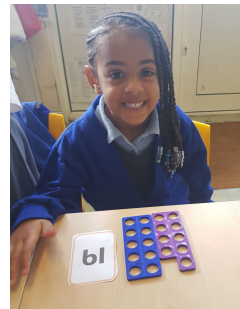
c. Teachers in YR, Y1 and Y2 have been attending Mastering Number Training this year. The use of concrete objects/manipulatives in lessons is well embedded. Challenge is now evident in YR and work in their maths books shows adaptation & challenge with children writing directly in books. Recent monitoring has shown that Nursery and Reception children know how to and can explain what subitising is. This fluency and confidence will ensure that the transition from key stages is seamless and progressive for the children.

Pupil feedback

- I like maths because there are challenges that require lots of thinking to answer questions.
- I like maths because it holds information that you can use in the outside world.
- I'm really good at maths because most of the time I get to the 'goldwork'.
- I am really good at maths because I always pay attention and get full triangles.

OFSTED feedback

- Ambitious curriculum, progressive sequencing
- SEND adaptation, gaps in learning addressed
- Relevant cross curricular links
- Pupil independence and challenge
- Readiness for the next stage of learning
- Pupils could explain mathematical concepts, using vocab
- Pupils could recall previous learning
- Examples of the planning which showed learning intention and adaptations. The policy expectations were evident on flip charts and books for example vocabulary, non negotiables (to be completed). Good lesson structure
- EYFS maths - In reception:
 - Planning (WRM) starts from EYFS (reception)
 - Recap on prior learning & concepts
 - Pupils could subitise
 - High levels of engagement



-Focus group well supported

-Challenge was evident - using rekenreks

-Work in books showed adaptation & challenge (numicon support, writing direct in books)

3. LOOKING AHEAD

a. To introduce technical maths vocabulary so that children are able to articulate their understanding using this (eg. subtrahend, minuend, vinculum).

b. To embed the Mastering Number concepts through parent workshops.

c. Establish meaningful learning prompts and displays in the outside areas in the EYFS areas.