

IMPACT REPORT TO MARYLAND PRIMARY SCHOOL GOVERNORS

SUBJECT: Maths TERM: Autumn

SUBJECT LEADER: Nicole Morbin

KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

- a) Ensure that Maths standards remain high and consistent (Maths Leader has returned from maternity leave).
- b) Teachers strengthen their skills in planning for each small step of learning.
- c) Put an emphasis on fluency of number facts in KS1.
- d) Ensure that staff in the Early years have relevant training to strengthen children's acquisition of mathematical vocabulary (post Ofsted target)

PROGRESS AND IMPACT TO DATE

- a) The Maths Leader has a timetabled slot weekly dedicated to monitoring and supporting Maths teaching. Our Maths results continue to be in line or better than the National average.

Key Stage 2 results

Our Key Stage 2 maths results were well above the results achieved nationally. The percentage achieving the higher standard was the highest we have ever achieved.

% at expected standard Maryland	% at expected standard nationally	% at higher standard Maryland	% at higher standard nationally
83%	73%	30%	24%

Key Stage 1 results

Our Key Stage 1 maths results were similar to national results at the expected standard and above the national results at the higher standard.

% at expected standard Maryland	% at expected standard nationally	% at higher standard Maryland	% at higher standard nationally
68%	70%	25%	16%

- b) We have invested in further professional development materials from White Rose Maths to support planning and teaching, including videos to support new teachers with their subject knowledge.
- c) Teachers in YR, Y1 and Y2 attended Mastering Number Training last year. The use of concrete objects/manipulatives in lessons is well embedded. Teachers who are new to Key Stage 1 will be trained this year as part of the Embedding Mastering Number programme.
- d) New resources have been purchased to embed Maths in the early years outdoor areas so that pupils have meaningful learning prompts and displays.

LOOKING AHEAD

- We will use professional development opportunities to strengthen Maths in the early years. We will continue to work with the North East London Maths Hub as part of the Sustaining Mastery programme. This year we have been given a choice of areas to focus on and we have chosen to be part of the early years work group.
- We will also be taking part in a training programme via the Education Endowment Foundation on using picture books to teach maths topics in EYFS. This training will further build on the SHREC approach that all early years staff have been trained to use in their interactions with pupils.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS

The 'ShREC' approach



The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report,
Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

