



MILL HILL COMMUNITY PRIMARY SCHOOL
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA	Maths
CURRICULUM CO-ORDINATOR	Andrew Warden
DATE OF REVIEW	July 2020

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020

<p>What monitoring has taken place in FS/KS1/KS2?</p> <ul style="list-style-type: none"> ➤ Learning walks. ➤ Book looks. ➤ Drop ins (KS2). ➤ Data monitoring. ➤ Talking to staff about what they are doing. 	<p>Who has been involved in monitoring?</p> <ul style="list-style-type: none"> ➤ Andrew Warden. ➤ (governor). ➤ Rebecca Bainbridge/Lynsey Button.
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What are the main strengths in this curriculum area?

<p>FS/ KS1</p> <ul style="list-style-type: none"> • Use of marking policy – evident across Year 1 and 2. • Early Years– clear when children have worked independently or in adult led. • Evidence of challenge for all children. • Progress is evident in books. • Use of practical equipment. 	<p>KS2</p> <ul style="list-style-type: none"> ➤ Use of peer and self-assessment. ➤ Evidence of challenge for all children. ➤ Progress is evident in books.
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What are the areas for development in this curriculum area?

<p>Early Years/ KS1</p> <ul style="list-style-type: none"> • Embed knowledge of early number and what this means. • Secure counting skills. • Develop children’s reasoning skills from early age. 	<p>KS2</p> <ul style="list-style-type: none"> ➤ Consistent use of VF across all year groups. ➤ Consistent use of practical equipment across all year groups. ➤ Develop children’s reasoning skills. ➤ Embedding of times tables knowledge in Year 3 and 4 ready for times tables test.
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How is pupil progress and attainment evaluated?

<p>FS/ KS1</p> <ul style="list-style-type: none"> • Staff meetings to look at data bundle. • Conversations with phase leaders. • Book looks for progress. 	<p>KS2</p> <ul style="list-style-type: none"> ➤ Staff meetings to look at data bundle. ➤ Conversations with phase leaders. ➤ Book looks for progress.
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Progress of Pupil Premium Pupils in this curriculum area 2019-2020

Covid 19 shut down prevented accurate end of year assessments.

What are the next steps in this curriculum area? (include any actions for PP, SEND, EAL)

- Continue to monitor progress and attainment of PP children working towards all of them making expected progress or more.
- Closely track PP as they move from Year 2 to 3 and from 3 to 4.
- Develop teaching and planning of Maths so that all are confident in matching needs of children to learning and to ensure that all progress and attainment is good in all year groups.

What are pupil attitudes to this curriculum area?

Early Years

- Enjoy Maths because you get to learn new stuff.
- It's fun to do and you get to play afterwards.
- Adding is hard to do.
- I know that I am doing well because I get be proud and the teachers tell us.
- Written down numbers help me to learn and I just know it in my head.
- I can now count to 20 and 100 which I couldn't do in September.

KS1

- Maths is fun, get to write in squares, solve number problems and learn new numbers. I just like it.
- They don't enjoy hard number problems as they struggle, division makes them confused, challenges are too hard, don't like it when they get things wrong and think they are bad at times tables.
- Know they are doing well because teacher checks it, they get the right answer, tick and crosses in books, teachers tell us.
- Practical equipment helps them learn, especially diennes and number lines, using different methods, adult talking to you, counting in tens.
- Things they can do now that they couldn't in September include counting in 10s and 5s, writing numbers, times tables, adding money, addition using tens and ones, keeping learning neat.
- Would like to change how maths problems are taught.

KS2

- Maths is fun, it's at the base of everything, like solving problems, I'm good at it.
- They don't enjoy time tables – practise but still don't get them right; word problems as they prefer numbers to words, shortening of time to answer times tables questions, trick questions.
- Know they are doing well because they answers correct, WOW cards, swapping/comparing books with others.
- Instructions on the board help them learn as do times tables sheets and picture clues.
- Things they can do now that they couldn't do in September are more times tables, algebra.
- They would change how children are partnered – partner with similar learning styles; tips and methods on display all the time, everybody to persevere.
- Like that Maths has tricks to remembering facts.

How does this curriculum area contribute to the teaching of English and Mathematics?

ENGLISH

MATHS

What are the key resources?

- NRICH.
- NCETM mastery document.
- White Rose Maths

Curriculum intention: What are the objectives of your curriculum area?

- ❖ For all children to have a secure understanding of the basic skills of Mathematics so that they can access all learning at their level.
- ❖ To equip pupils with the confidence skills needed to solve mathematical problems in a real life context.
- ❖ The focus of fluency, reasoning and problem solving provides children with a repertoire of skills to enable



them to use and apply efficient methods of calculation.

Curriculum intent and implementation:

How is your curriculum area sequenced, structured, designed and implemented?

- ❖ To show children that Maths is important in all aspects of everyday life we develop children's understanding through an active, hands on approach which encourages enthusiastic learners. Children can then take these skills and use them in all areas of the curriculum.
- ❖ Teachers use White Rose to guide, structure and sequence lessons for each area of Maths. ❖ Clear learning focuses are used so that the children know what they are learning.
- ❖ All children will have access to practical equipment as an aid to understanding Maths.
- ❖ Children will be regularly given the opportunity to 'talk Maths' through number talks, Maths talks and building reasoning activities.

How does the school vision and values impact your subject intent and implementation?

- ❖ Maths at Mill Hill can bring moments of wonder and pleasure when a link is discovered, when a problem is solved or when a more efficient method is mastered.
- ❖ Using resources such as White Rose encourages working together to make us stronger mathematicians who persevere and enjoy challenges.

How does your curriculum reflect the British Values and SMSC?

- ❖ Maths shows the values of patience and perseverance. Maths allows all children to experience new concepts which will need patience and perseverance to achieve and understand.
- ❖ Children develop social skills through working together with a partner, in small groups or as a whole class especially in the area of problem solving.
- ❖ Maths enables pupils to develop their self-knowledge, self-esteem and self-confidence by actively 'having a go' even when it is new or tricky.
- ❖ It encourages respect for other people as children are required to listen as others share their Maths thinking.

Which areas of your Curriculum Action Plan require focus in the next academic year?

- Continue to monitor progress and attainment of PP children working towards all of them making expected progress or more.
- Closely track PP as they move from Year 2 to 3 and from 3 to 4.
- Develop teaching and planning of Maths so that all are confident in matching needs of children to learning and to ensure that all progress and attainment is good in all year groups.

What CPD has been attended?

- County Maths leader's courses.
- County Maths conference.
- Network Maths meetings.

What has been the impact of the CPD?

- New ideas shared.
- Better understanding of reasoning and early number which will be shared with staff in September.

