



MATHS at Mousehole School

Intent

At Mousehole School, maths is a top priority and is a key focus for our curriculum. Chris Roynon is responsible for maths Leadership at the school; he is supported in monitoring and review processes by all the teaching staff, working parties of governors and external professionals (academy trust and local Maths Hub).

It is our intention to ensure that, by the end of their primary education, children leave Mousehole School as confident mathematicians with the ability to reason mathematically, to justify their decisions and to maintain an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Maths is a highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. A high-quality mathematics education therefore provides a foundation for understanding the world.

We recognise that developing confidence in and a love of mathematics requires **fluency** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Implementation

- It is crucial that all staff are confident in their own mathematical understanding. In house training and updates are carried out. Regular professional dialogue within and beyond the school about maths and maths pedagogy and the opportunity to engage in external training and research projects are important factors in this.
- In early years our approach to teaching Maths is focussed on developing an interest and passion for maths and establishing the foundations for confidence in maths. There are regular maths sessions lead by the teacher as well as maths themed activities in the enabled environment of the class. Welly Wednesdays and the outdoor classroom are both used to reinforce maths ideas and themes. Focussed interventions are used to address gaps in children's understanding of number cardinality, comparison and composition.
- Parents - we hope to involve parents in their children's maths learning. We encourage them to celebrate maths as an interesting subject and encourage them to support their children with learning the facts which support fluency and confidence in maths. We encourage involvement in maths homework which starts in KS2 (although some voluntary activities are shared in KS1) we also have maths workshops run by children at parents consultations, we share weekly maths related posts in every class' seesaw, the calculation policy is shared (website, seesaw), maths is explicitly part of EY intro meetings and individual support is offered were necessary.
- To ensure that all children can keep pace with the maths curriculum in their class we use intervention/additional programmes for example maths pre-teach, precision teaching and tech-based interventions.
- We ensure progression in maths – we use White Rose Schemes of learning (which are adapted to meet class needs), we have a clear whole school calculation policy which is shared and regularly reviewed, we use Club 99 to promote a true mathematical fluency and progression.
- We use and reinforce the CPA model, variation theory – conceptual and procedural, regular problem reasoning practice (see timetables), fluency and true fluency practice and justify and explain for maths concepts.
- Concrete resources are available and are regularly used (TAs and pupils). A number line and calendar are on display in every classroom.

Impact

The Maths curriculum is evaluated through

- Whole school learning-scrutiny
- Analysis of children's attainment and progress performance
- Lesson obs – formal and informal by the subject lead
- External review – PEL, SHIP
- Learning forum meetings which include:
 - Pupils interviews
 - Subject lead scrutiny
 - Action plan review

Data outcomes

KS1 Maths

	Expected Standard		Greater Depth Standard	
	All children (Nat)	Disadvantaged	All children (Nat)	Disadvantaged
2017	85.7% (75%)	NA	21.4% (21%)	NA
2018	81.3% (76%)	50%	25% (22%)	0%
2019	80% (79%)	50%	26.7% (22%)	50%

KS2 Maths

	Expected Standard		Greater Depth Standard	
	All children (Nat)	Disadvantaged	All children (Nat)	Disadvantaged
2017	100% (75%)	100%	26.7% (23%)	25%
2018	86.7% (76%)	83.3%	26.7% (24%)	0%
2019	90% (79%)	66.7%	25% (27%)	0%

Progress measures

	All	Pupil Premium	LA PP comparator
2017	1.78	1.17	-1.8
2018	0.66	-1.2	-1.8
2019	1.29	-2.08	-1.8

Summary

We consistently achieve above national averages for expected standard in KS1 and KS2

The number achieving greater depth standard is in-line or slightly above national standards

Progress measures are above national averages except for pupil premium children who are also underperforming in terms of greater depth standard at KS2