Maths Report for Governing Body: October 2020

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| **Action** | **Intent** | **Implementation** | **Impact** |
| Mixed ability maths groups across all years | Equity for all children.  Reduce transitions between classes.  Allows class teacher to focus on those with the most need | Sept 2020 | Class teachers more responsible for their class.  Enables teachers to use AfL more effectively |
| Change in lesson format  Lessons start with Flash Back Four, use specific WR PowerPoints for delivery and finish with True or False related to lesson content | To utilise the White Rose resources  To push quality first teaching to the forefront of every maths lessons. The new format allows teachers to focus on questioning and AfL in the classroom | Trialed June – July 2020  Rolled out Sept 2020 following showcase to staff and staff meetings in June/July 2020 | Use of questioning in lessons improved  Equity of opportunity for all children  Children are challenged and supported in equal measure as and where the need is greatest |
| New planning format | To simplify planning  To ensure questioning and AfL | Rolled out Sept 2020 following staff meetings in June/July 2020 | Planning bespoke to year groups and classes  Teachers happy |
| Introduce new feedback sheet | To assure quality feedback and timely interventions. | Sept 2020  TAs take individuals or groups of leaners based on the feedback sheets from the week | ‘In the moment’ intervention  Short, sharp interventions focused on specific gaps in learning |
| Testing of prior years’ learning for cohorts 2 - 6 | To establish gaps in learning | Maths papers sat Sept 2020 | Analysed by PT Oct 2020  Feedback on gaps delivered to staff  Introduction of Arithmetic Surgeries (KS2) |
| Programme of INSET across 2020/21 (covering main areas of learning) | To familiarise all staff with the whole maths curriculum across both Key Stages  Staff to take ownership of content | 2 x meetings taken place so far (Place Value + The Four Operations) and 3 to come (Measurement, Fractions, Decimals and %s and Geometry) | Staff required to ‘pre-read’ own curriculum  Greater awareness across the school of whole maths curriculum |

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| **Planned Action** | **Intent** | **Implementation** | **Targeted Impact** |
| Arithmetic surgeries (KS2) | To help fill gaps | 10 minute, whole class interventions daily. Each week focused on a specific arithmetic skill | Narrow gaps in learning  Better arithmetic understanding across KS2 |
| What I need to know…(document for children, to be given at start of a new unit) | To provide a ‘home page’ for different units of learning  To allow the children to take ownership of their learning by having a tool they can reliably check for key information related to the ongoing maths unit | Y6 to trial from next unit  Roll out Jan 21 | More independent learners |
| Weekly year group maths planning meetings | To allow teachers to discuss the upcoming weeks’ learning | TBC | Further levelling the equity across each cohort  To ensure consistency in modelling strategies |
| TA training | To ensure TAs are confident in interventions and consistent with teaching in class | Calculation policy to be re-sent and future INSETs to be filmed (past two I have tried and failed) for TAs to watch | More confident TAs  More effective interventions |
| Introduction of MyMaths | To allow for bespoke homelearning and in-school interventions | Roll out after half term | Improvement in individual maths learning |

**Summary:**

The above actions have been implemented to build on the successes of last year. Obviously some have become more vital given the impact of lock-down and the gaps we have established – particularly in the maths learning – but on the whole our progress has been aligned with the steps we took to improve in the last academic year.

A recent STEP visit by Caroline Morgan validated the decisions we have made and the targets to move forward were agreed as part of this visit.

Please feel free to email me any questions you have: paul.tatum@collegetownprimary.com