



Euxton Church of England Primary School
In our Christian family, we all SHINE in the light of Jesus.

Subject Leader Report - Mathematics

SUBJECT LEADER(S): Mairi Ash

INTENTION - Subject Overview:

At Euxton C.E. Primary School we recognise the pivotal role of mathematics within the overall context of the curriculum. Mathematics is based on patterns and relationships from the world around us. We appreciate its contribution to arts, sciences, finance, health and leisure. Our school wishes to give all pupils the confidence to make sense of the world in which they live; by understanding and having the ability to think and communicate in the language of mathematics. Therefore our children will have developed the mathematical foundations along with their Christian and Great British Values to be successful contributors to society. We aim to provide children with opportunities to become fluent in the fundamentals of mathematics, 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 - Planning:

Mathematics is often taught as a separate subject yet it contributes to many areas of the Primary curriculum. At Euxton C.E. Primary School we aim to identify these opportunities at the planning stage giving children ways to use maths in real contexts and providing reinforcement and enrichment through additional provision for numeracy in topic lessons - to creative learning settings ranging from Maths Days, Football Maths sessions, Moving Maths and practical maths learning in the outdoor environment. Teachers develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and check their work. Pupils are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:

Teacher assessment is ongoing via the use of children data (termly), book sampling (twice yearly), observations (once year), portfolio evidence (twice yearly), informal chats to pupils, walk-throughs and displays (ongoing) and teacher evaluations of pupil performance against strands of maths (yearly). This ensures standards are being met at the end of EYFS, KS1 and KS2 in relation to the mathematics Early Learning Goal and the mathematics National Curriculum programme of study. All forms of intervention enable a greater proportion of children to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress. At Euxton C.E. Primary School standards are high as demonstrated by end of year assessments and Key Stage results. Teacher judgements are internally moderated and based on current best practice using national exemplification where appropriate. The senior leadership team and members of the Governing body review the curriculum and the impact of any improvement initiatives.

IMPLEMENTATION AND IMPACT - Enrichment opportunities:

Our Mathematics curriculum is enhanced through the use of our outdoor learning environment, school grounds and new spinney area. This allows children to practically explore mathematical concepts in order to develop their concrete understanding. Reception class have created an outdoor Maths Shed which is full of exciting natural resources to enhance and engage the foundations of mathematical learning. Our cross curricular approach and enhancement opportunities enable children to develop their mathematical skills within these activities. Our Maths Days and trails were very successful in developing children's reasoning skills. fractions, decimals and thoroughly

enjoyed by the whole school. KS1 and KS2 children have benefitted from active maths and problem solving using real life contexts provided by the Football Development Programme.

IMPACT - Targets:

Target	Evaluation
Develop mathematics specific vocabulary - display key vocabulary being taught and monitor that it is being used by the children independently and with understanding.	<ul style="list-style-type: none"> Teachers displayed key vocabulary / effective working walls to support children's learning and independence. Practice will continue across classes and continue to be monitored.
Develop variety of open ended problem solving opportunities which encourage children to work collaboratively allowing children to discuss their understanding of learning and view discussion as an essential part of learning mathematics.	<ul style="list-style-type: none"> Evidence of book reviews demonstrated that within each year group there was a wide range of examples of open ended problem solving.

IMPACT - Staff training:

STAFF CPD	<ul style="list-style-type: none"> 2x mathematics subject training for each year group teacher at St. George's Training Alliance. Moderation of Maths - whole school moderation to ensure accuracy of judgements and progression of skills.
SL CPD	<ul style="list-style-type: none"> EYFS & KS1 Moderation training Maths Subject Leader Network Meeting

FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:

- Examine curriculum priorities with regard to return to school. Identify and address any gaps in learning. Consider the best way to address these in lessons or intervention to ensure our continued high expectations of learning.
- Whole school focus on the operation of Division to increase confidence in this area and methods taught, understanding of remainders and the link between division and multiplication.
- World Maths Day - 12th March - to be celebrated throughout school.