



# Alexandra Park Primary School

*Care, Aspire, Achieve*



## **Maths Report 2022-23**

At Alexandra Park Primary School, we aim for every child to become a life-long learner with maths playing a central role. Maths is much more than a school subject and delivers children vital problem-solving, reasoning and logic skills. Each and every child should leave Alexandra Park Primary School with a thirst for knowledge and a desire to learn at every corner, having being inspired through maths.

### **Fundamental Great British Values**

Maths is seen as a pivotal subject at Alexandra Park Primary School and one that we are extremely proud of both in the way our staff plan and deliver and the way are children learn and apply.

Maths can teach us so much more than the number skills we so readily associate with it. Our aim is to make these implicit skills explicit to our children so that they can see the longer-term benefits of studying maths.

Looking deeper into these skills, maths teaches us many things:

- Critical thinking
- Logical reasonin
- Problem solvin
- Communicatio
- IndependencTeamwork

Maths is a hugely important subject and one that clearly prepares children for their future. Maths allows us to function in society, can be central to many different job roles and helps us make sense of much that is around us. We want children to be able to use money, understand prices, percentage increases or decreases that may affect loans and mortgages etc. We want children to be able to go on and become accountants, doctors, computer programmers and much more. We want children to be able to tell the time, read bus and train timetables and solve other problems.

No matter which way we look at it, maths is essential and needs to be delivered in the best possible way, allowing children to Achieve all they can.

### **Planning**

To achieve the above and give our children the very best opportunity for future economic success, we use a structured system of maths planning produced by White Rose Maths.

White Rose Maths is an organisation dedicated to the development of maths teaching. All that they do and have done has been influenced, inspired and informed by the work of maths researchers and experts from across the globe.

Their planning, along with Alexandra Park Primary School's dedicated staff's knowledge, expertise and continual professional development, ensures we have a maths' curriculum design to be proud of and one that delivers the highest standard of maths education.

### **EYFS**

EYFS teach maths through discrete lessons everyday from White Rose materials.

What does it look like?

- A maths input is delivered to all children from White Rose planning and is adapted to include key vocabulary our teachers have decided need including. This input is 10 to 15 minutes long.



# Alexandra Park Primary School

*Care, Aspire, Achieve*



- There is a teacher led activity that continues throughout the week with each child part of a group that would receive this over the week.
- White Rose recommendations for other activities in the EFYS area are also followed.
- We have mapped out the books we expose the children to ensure there are lots of mathematical stories and opportunities also.

## **Key Stage 1**

In Year 1, the maths is delivered based on White Rose materials. The teachers format their own IWB materials to teach from.

Their lesson involves an interactive input with the children heavily involved using a variety of different assessment methods – fingers, tell your partner, thumbs up etc.

The children then have different independent activities to go to in a continuous provision format.

## **Key Stage 2**

Initial part of the lesson is called a Get Ready and these are key questions to assess the children's readiness to access the new learning – it is an initial assessment point of prior learning.

The next phase of the lesson is the delivery of teaching. This will involve a mixture of models, guided practice, independent practice, talk partner opportunities and different forms of AFL – show me fingers, stash and flash etc.

The children then move to independent practice, this will be done in their WR booklets. Scaffolds, bridged support and other forms are provided for those assessed as requiring more in order to keep up. Children assessed as being significantly disadvantaged (those on EHCPs or significant learning barriers) will be provided with alternate provision but are part of (and supported in) the whole class teaching.

As linking with our school values, the children move their own learning forward with Aspire Challenges (see sheet in big book) These are broken down into 4 key questions for the children to develop their thoughts around. Indicated in books by either AC or Aspire Challenge.

## **Assessment and Collecting Evidence.**

At Alexandra Park Primary School, we use a variety of assessment and feedback techniques in class as well as a rigorous assessment system, which is used to inform all aspects of teaching and learning.

- Children receive instant feedback in class from the adults working with them, through a variety of different assessment for learning methods employed by our staff.
- Children receive written feedback in their work books and have the opportunity to respond to this.
- Children are provided with follow-up sessions as they are required.
- Children are provided with pre-teach where necessary.
- The information required to correctly follow-up or provide pre-teach comes from our staff and the assessment techniques they use in class.
- Each half-term, Years 3, 4, 5 and 6, all complete a number fluency test. This is aimed to inform staff of those children who perhaps need support with their instant recall of number facts. It allows us to plan for interventions and provide the correct support in class.
- Each term, all year groups complete NTS standardised assessments. Again, this is to provide staff with essential information on each individual child and to enable us to track the progress of classes and year groups as a whole. The information gained from these assessments helps us plan and organise our curriculum in the short, medium and long-



# Alexandra Park Primary School

*Care, Aspire, Achieve*



term phases. This information helps children's current class teachers in the current academic year but also allows them to communicate accurately with the children's next teacher when necessary.

- Of course, our Year 2 and Year 6 pupils also complete Standardised Assessment Tests (SATs) towards the end of the academic year. This data also helps use further improve what we do.

## **Continual Development**

It is really important to us that we continue to improve. To do this, it is vital that all staff and children have the opportunity to talk about maths. The opinions and views expressed by our children and staff can help shape the subject and have a hugely positive impact on teaching and learning.

The maths subject leader has lunch with children at different points to conduct informal pupil voice, thus allowing constant feedback to be gained and acted upon.

Maths drop-in sessions are timetabled for after school every Wednesday where staff are encouraged to come and discuss planning and all things maths.

We also develop by sharing good practice with each other. This can come through lesson observations, Teacher Research Groups and Lesson Studies. All of these provide us with opportunities to work together to further improve what we deliver

We use regular 'book looks' to help us better understand the impact of the teaching and feedback we provide the children. This also helps us identify areas for improvement and future development thus ensuring we do not stop doing the things that made us successful in the first place.

## **SEND**

We keep our SEND children in class for maths and they are receiving quality first teaching. We do not place hypothetical glass ceilings by having heavily differentiated work that could widen the attainment gap. We use scaffolds, support, manipulatives and repeated practice to allow them to access their learning. This is underpinned by other elements of support and intervention:

- Pre-teach
- Follow-up
- IDL online learning
- Third Space Learning tutoring
- Mastering Number in EYFS and KS1
- Number Sense (as an intervention in KS2)