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Increasing percentage of pupils on track in Maths.

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Regular and ongoing summative and formative assessment that informs teaching, as well as targeted intervention, to support and enable the success of each child.

Maths.

Teaching -'Quality first teaching' linked to teaching standards:

All teachers:

'Know where their children are' through the use of concise summative assessment, prior learning, assessment, maths talk.
 'Understand where their children need to be' through

a secure understanding of

- year group expectations and/or pre key stage expectations and incisive, ongoing, formative and summative assessment. New teachers have the opportunity to be inducted by the Maths subject lead.

  3. 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and
- high expectations of ALL.

  4. Effectively deploy adults, specifically during introductions, plenaries & catch-up sessions, also for pre-teach and post-teach sessions.
- 5. Plan for progression during and between lessons.

Support staff
Support staff are supported by a series of short 'how to'/'curriculum update' films produced by the Math's subject lead.

## Implementation

Assessment
Informal assessment is thorough and on-going with staff quick to identify and address gaps in learning. Children in Key stage 1 and 2 sit formal assessment tests 3 times a year.

## Intent

- Ensure our children have access to a high maths curriculum that is both challenging and enjoyable.
- Provide our children with a variety of mathematical opportunities, which will enable them to make the connections in learning needed to enjoy greater depth in learning.
- Ensure children are confident mathematicians who are not afraid to take risks.
- Fully develop independent learners with inquisitive minds who have secure mathematical foundations and an interest in selfimprovement.
- Equip children for their transition to Secondary School.

Times Tables are taught explicitly and are supported by Times Tables Rockstars.
Children in KS2 practise their tables skills daily in KS2 but times tables are also taught explicitly.

Daily lessons are taught in 3 parts: starter, main & plenary and incorporate the Teaching Cycle (Teach, Practice, Apply and Review/Assess).

Short term planning is supported by the use of the White Rose Maths Hub materials/ PA maths materials/NCETM and Nrich.

Children in Key Stage 1 and 2 also have daily 'Mastery' sessions x 4 per week, this is identified on weekly plans and enables the children to revisit previously taught curriculum.

In Key Stage 1 and 2 Friday Math's sessions focus on number skills. Math's homework is set half-termly and supports the skills taught in class.

An ethos of 'Challenge for All' and quick identification of gaps in learning addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset.

Thorough teaching of the 'basics' (key instant recall facts) to ensure no child is left behind.

A curriculum that supports the children in developing their collaborative and independent skills.