



The Meadow Community Primary School and Pre-School

Curriculum position statements – September 2020

Maths

Historical

Data over the previous 3 years (2019/2020 no data due to Covid Lockdown)

KS1

	2016/17	2017/18	2018/19
Maths EXS+	72.7%	81.7%	76.3%
Maths GDS	20%	20%	23.7%

GDS has been a focus across the whole school. This is showing in the KS1 data where children are able to explain their thinking and use their reasoning skills.

KS2

	2016/17	2017/18	2018/19
Maths EXS+	78%	83.3%	81%
Maths GDS	25.4%	30%	20.7%

The children in KS1 and 2 have exceeded National for EXS+. However in KS2 GDS for maths is below national by 5.9% and the average point score has fallen.

Over the past three years children have attained better in Maths than English in both KS1 and 2.

EYFS

Children have attained better in SSM than number in previous years. In 2018/19 the children achieved better in number as there was a focus on number based tasks including number bonds so that the children were year 1 ready. However this progress did not continue in 2019/2020 due to covid lockdown.

School does not have a specific scheme that is used across the school. Planning is completed by using the Symphony grids and National Curriculum. Teachers use their knowledge of where the children are and their next steps. There has been a focus of teaching GDS questions so that the children can apply skills.

The Maths policy has been updated and shared on the website.

Current

Using internal data from teacher assessments and PUMA shows that Maths is a strength across KS1 and KS2. PUMA out performs the PIRA results across KS1 and 2. The PUMA tests are completed in the same way as SAT's so that the children can have the question read to them. This ensures that the Maths knowledge is tested not reading skills.

KS2 Data for 2019 (due to covid lockdown) shows that for children working at the expected level and above the school is above National. However children working at GDS in KS2 has fallen by 9.3% on the previous years data. Therefore GDS needs to remain a priority so that children can access and have the strategies to solve the higher order questions.

For planning each year is using the symphony framework, the new guidance for aspects of the National Curriculum and shine system to identify gaps. This information from the shine grids is then being used for interventions groups or whole class teaching.

Children from year 2 upwards are accessing TT rockstars to support them learning their times tables.

Children in year 4 have completed the baseline test on TT Rockstars so staff are aware of the progress that needs to be made. Staff are aware of the information that is currently available about the test.



Future aspiration

- Ensure the children can access the Timestable test in year 4.
- Reintroduce to staff the use of manipulatives in Maths lessons and how these can deepen children's understanding
- Develop children's reasoning skills further using the bar model as a means to support learning
- Update the Calculation policy