



The Meadow Community Primary School and Pre-School

Curriculum position statements – **September 2023**

Maths

Historical

Data over the previous 3 years (2019/2020-2020-2021 no data due to Covid Lockdown)

KS1

	2018/19	2021/22	2022/23
Maths EXS+	76.3%	71.7%	73.3%
Maths GDS	23.7%	10.0%	16.7%

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

	2018/19	2021/22	2022/23
Maths EXS+	81%	88.3%	79.7%
Maths GDS	20.7%	23.3%	22%

The children in KS1 and 2 have exceeded National for EXS+. KS1 by +2.9% and KS2 by +6.8%. GDS in KS1 was 9% above national however KS2 GDS for maths was below national. The average scaled score for KS2 was 104.1 compared to 104.2 nationally. Progress from KS1 to KS2 was well above national at 2.61.

EYFS

Children have attained better in SSM than number in previous years. However this was the reverse this year and SSM needs to be a focus in the coming year. Maths development overall was in line with national (-0.9) we were above in number but the SSM scores brought the overall % down.

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.

Current

Internal data for 2022-23

Internal data based on NTS assessments show that Maths continues to be a strength across the school. Most year groups in the Summer assessments had 100+ average. Year 5 were slightly below the 100 average.

Tests were carried out in a fair way to ensure that the Maths tests was not an assessment of reading. Questions were read and students were encouraged to put their hand up to have questions read to them in preparation for Year 6 SATs practice.

The % of children worked at GDS improved in Years 2, 3 and 4 from August to June. This still needs to remain a focus for the next academic year.

Disadvantaged pupils' percentages increased from September to June in Years 2, 3 and 4. Year 2 disadvantaged pupils got above 100 in standardised score.

Extra support has been given in small groups to pupils that have needed it across the school. Year 6 catch-up sessions were carried out after school to narrow gaps.



Future aspiration

- Focus on problem-solving to help children use their arithmetic knowledge in real-life situations
- Use of data to inform planning, so that the evidence we have is used
- Introduce calculations policy