

STRATFORD-SUB-CASTLE CE PRIMARY SCHOOL MATHS IMPACT STATEMENT (March 2020)

	Pupil Voice	Evidence in Knowledge	Evidence in Skills	Breadth and Depth
End of KS1	Pupils talk enthusiastically about their maths lessons. Pupils speak about how they love learning about maths and many pupils say Maths is their favourite subject. Pupils enjoy number songs, rhymes and chants. Pupils enthusiastically demonstrate how they use the part-part-whole model. In continuous provision activities, pupils practically demonstrate application in Maths in their play and challenge.	Pupils have a good understanding of place value of number. Pupils have a secure understanding and recall of number facts. Pupils have a good conceptual understanding of key Mathematical concepts because fewer topics are covered in more depth and a greater emphasis of practical application during continuous provision activities.	Pupils acquire vocabulary and are encouraged to use it to express themselves mathematically in full sentences. In Maths sessions, as well as in a variety of contexts, including practical continuous provision activities (e.g. making models of penguins using building blocks then measuring the heights) pupils regularly demonstrate and practise their Mathematical skills within authentic experiences.	Teachers plan a range of opportunities to use Maths in a variety of contexts including practical continuous provision activities (e.g. making models of penguins using building blocks then measuring the heights).
End of KS2	Pupils continue to show a positive attitude towards maths (Year 6s cheer when it is the maths SATS). Pupils enjoy the challenge of working through the Planet Booklets because they can see the progress they make. By the end of Y6, pupils enjoy 'meaty' challenge/ investigation where they have to persevere and apply their maths skills.	Pupils have a good understanding of place value of number up to ten million including decimals. Pupils can use a range of calculation methods with understanding. FDP (fractions, decimal and percentages), measure, using bus and train timetables in statistics is an area for development.	Pupils use acquired vocabulary appropriate and enjoy using it in maths lessons. Pupils can articulate their thinking in full sentences. They have the skills to use a range of methods independently and show resilience when tackling problems.	Teachers plan a range of opportunities to use Maths in a variety of contexts including science experiments, in geography (e.g. climate graphs and data handling about countries).

Areas for Development (Post Covid 2021 – March 2021):

Whole School	<ul style="list-style-type: none"> • Embedding a consistent mastery approach to Maths across the whole school • Using stem sentences to improve reasoning and understanding.
End of KS1	<ul style="list-style-type: none"> • Consolidation of addition and subtraction facts.
End of KS2	<ul style="list-style-type: none"> • Consolidation of multiplication facts • Fractions, decimals and percentages (lots of opportunities for overlearning) • Statistics – using bus and train timetables • Measurement – opportunities in other subjects. Converting between units of measure.

This evaluation feeds into school improvement action planning. See SIAP and Maths Action Plan.