



Subject intent: Our high-quality maths curriculum ensures all children are taught essential mathematical facts and procedures to enable them to work fluently, reason and solve problems with resilience, persistence and confidence. Our curriculum has a mastery approach with numbers at the heart to develop confident mathematicians who can work accurately, flexibly and efficiently.

If you were to walk into a Maths lesson at Esher Church School you would see: essential revisiting of prior learning at the start of each lesson; mathematical discussions between pupils and staff; accurate use of mathematical vocabulary by pupils to explain their thinking and methods; modelled and scaffolded examples; sentence stems to reinforce new concepts and manipulatives available to support pupils developing independence and confidence.

Successes in 2022-2023

- Increase in MTC percentage of children achieving 25/25 from 24% to 45%
- Successful implementation of the NCETM's Mastering Number programme
- Successful trial of White Rose Maths in Year 1 and 2 in the Autumn and Spring Term which resulted in a whole school rollout for the Summer Term.
- Use of working walls/washing lines to support learning
- Use of sentence stems and vocabulary to support and scaffold mathematical explanations

Pupil Premium, British Values, challenge and SEND (implementation)

- British Values: 'Democracy' - encouraging children to take the views and opinions of others into account. 'Rule of law' - understanding the need for rules and procedures. 'Mutual Respect'- working in learning partners, listening to and discussing strategies and offering support and advice to others. 'Individual Liberty' - promoting children in being able to share their ideas and strategies
- Graduated independent practice and use of modelling and scaffolding enables all children to access the curriculum
- Promotion of manipulatives for all, supports mixed learning partner work
- Staggered starts for rapid graspers to promote more opportunities to apply their fluent knowledge

Priorities for 2023-2024

- Develop pupils' confidence and independence to use appropriate and accurate mental and written strategies that show an understanding of efficiency and flexibility.
- Develop pupils' confidence and independence to self-select and use appropriate manipulatives and scaffolds to support their independent practice.
- Develop pupils' verbal and written mathematical explanations.
- Develop pupils' recall of mathematical facts to support fluency.

<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Learning webs outline key knowledge to be taught in the forthcoming half term • Mastering Number workshops held for Reception, Year 1 and Year 2. • NSPCC Number Day activities from all year groups shared in the newsletter and display created in school 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • Pupil voice shows that children are enthusiastic about maths; like the routine and structure of the White Rose lessons; enjoy being able to discuss their thinking with their learning partner and within their whole class; enjoy being able to access manipulatives freely to support their learning and find the working walls useful to aid their learning. • Planning monitoring showed consistent use of the planning proforma and use of the quality first teaching strategies shared through professional development sessions such as key questions, stem sentences, manipulatives, opportunities for reasoning • Learning walks and drop ins show that working walls are reflecting current teaching and children are accessing them through the lessons • Drop ins show that children are using mathematical vocabulary in full sentences with greater confidence during class discussions • Book looks show consistent use of Flashback 4 and Fluent in Five to begin lessons 	<p>Professional development opportunities</p> <ul style="list-style-type: none"> • Shared expectations for teaching maths to remind existing staff and new staff (Sept '23) • Staff meeting to share manipulatives that can support understanding of number following an audit for each class (Oct '23) • Staff meeting to support in using end of unit assessments to support in identifying and addressing misconceptions (Dec '23) • Staff meeting to guide staff in providing opportunities for mathematical discussion (Jan '24) • Subject Leaders attend the SPARK(ED) Maths training
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