Half Termly Curriculum Highlight

Subject: Maths

OSWALD ROAD PRIMARY SCHOOL

Meet the Subject Leads

Natalie Gomez

Deborah Howard

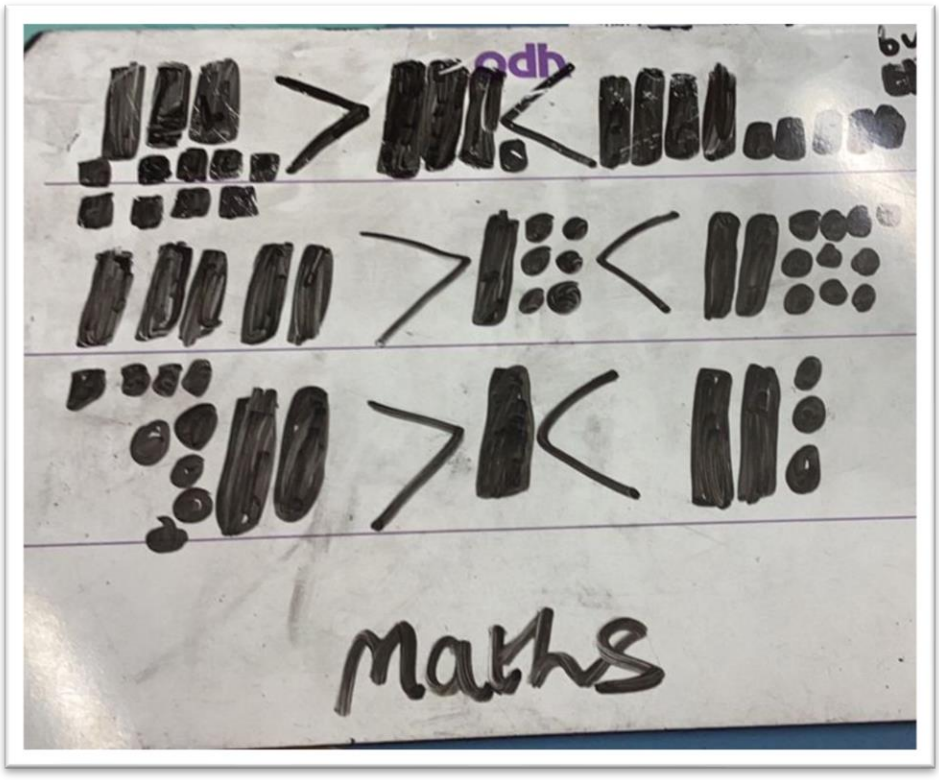
Laura Clarke

Becky Carter has also been supporting the maths team throughout this academic year.

She has worked to ensure all the Early Years Long and Medium Term plans accurately match with the Master the Curriculum scheme we use in Nursery and the White Rose scheme we use in Reception.

She has been attending sessions via the Maths Hub and will also be accessing specific Early Years training on subitising. (Subitising is when you are able to look at a group of objects and realise how many there are without counting). This training will then be disseminated by Becky to the Early Years team.

Although Becky is joining a new curriculum area next year, the maths team have appreciated all her work.



Curriculum Highlights

During the OFSTED visit earlier this academic year, maths was chosen for a 'Deep Dive'. Inspectors confirmed that the standards across school in the teaching of mathematics was strong. They also confirmed strength in outcomes in mathematics. Here are some of the highlights:

- Ambitious curriculum for all
- Fully covers the National Curriculum
- Leaders clearly understand the National Curriculum coverage
- Secure rationale for school's choice of mathematics scheme
- Progression is clearly mapped and builds on prior learning
- Well-sequenced curriculum
- Clear component parts identified
- Scheme is adapted at cohort level as needed. For example, re-defining sequence to match need.
- Scheme is adapted at individual level effectively. For example, some SEND children accessing White Rose at a different level. These children are still on the same 'ladder' and therefore there is equality of access to the mathematics curriculum.
- Leaders have a secure knowledge of their subject area
- Leaders are enthusiastic about mathematics across school
- Leaders have complete clarity in their subject intent and rationale
- Implementation is generally well-considered
- The curriculum design and implementation moves learning forward
- Recall of number facts has been systematically considered by leaders
- There are many opportunities within the curriculum design for recall and recap
- Automaticity of recall is showing as better for the children who have had the new 'diet' linked to times tables designed by the maths team, therefore children in Years 4 and 5 are showing lots of knowledge and quick recall of multiplication facts
- SEND children access the full curriculum with appropriate adaptations
- Children are supported well in class, including SEND children with additional support
- Some children progress more quickly and opportunities are available for these children via effective extension
- Where split starts were observed, this was seen as effective practice for the more able children
- SEND children access their learning in the classroom effectively
- Use of Teaching Assistant group for consolidation during starter input was seen as effective practice
- Vocabulary is mapped and the curriculum is vocab rich. This is clear via leader's subject intent but also via implementation in the classrooms.
- Impressive level of detail on website around curriculum
- Secure outcomes

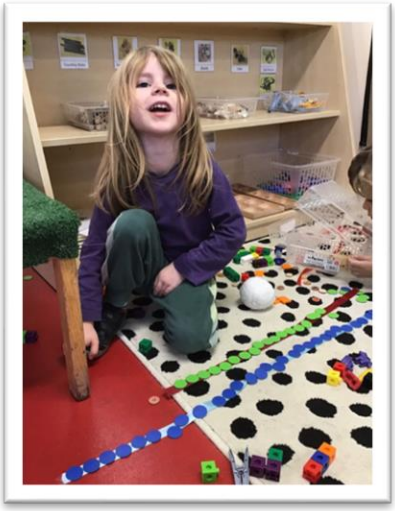
Subject Developments

The overall area for improvement from the OFSTED visit fit with mathematics too. This is around assessing grasp of essential knowledge and use of this assessment. Whilst inspectors found our overall assessment in maths a strength, more could be done in terms of assessing specific essential knowledge.

In maths, we assess throughout lessons, have assessment opportunities in lessons (i.e. application of mathematics via reasoning questions) and also National Style Tests at the end of each term. We are currently exploring adding end of block check-ins which would be used with 'live feedback' to support addressing misconceptions in the moment.







Subject Celebrations

In the Multiplication Tables Check (MTC) at the end of Year 4, we were significantly higher than national in how many of our children scored 25/25 and even outperformed the highest performing region for our average score.

We came 2nd in maths out of 146 schools at the end of Year 2. We are also very proud that we came 1st out of 146 schools at Greater Depth level in maths.

We've recently purchased some non-fiction texts for each year group across school to share the achievements of a range of mathematicians. These include: Mae Jemison, Sophia Germain, Isaac Newton, Ada Lovelace, Katherine Johnson and Al-Khwarizmi. Some of these people are/were amazing scientists too! We also share the achievements of a diverse range of mathematicians on a display board in school, which we update half termly.

Pupil voice

"You get to work out calculations – it's really fun!"

"I LOVE fractions!"

"Maths is sometimes challenging – I like that. It pushes my ability."

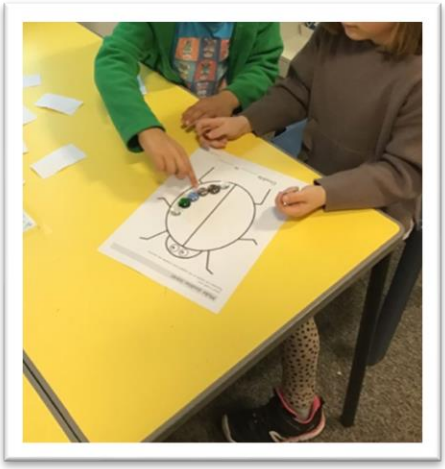
"It's fun because you learn more."

"I like it – it tests my brain!"

"I like doing lots of division. I also like multiplication. I love it!"

"Maths is good. It's fun to add and it's hard sometimes. I like it when it is hard as you collab with your friends and do different parts and get the answer together."

"I like maths because I really like algebra and ratio!"



Subject Trips, Visits and Enhancements

We are very happy to announce we will begin financial literacy this year. Financial literacy is a fun, engaging subject designed to get children thinking about money from a young age with the aim to encourage positive habits such as saving, developing life skills and improve confidence to support effective decision making around money. It develops what is already taught on money through maths and PSHE and gives children the opportunity to develop a broader, deeper understanding of money. It encourages children to think about where money comes from, how money makes us feel, what we use money for, how our money helps others and how we can look after our money.

Year 4 are involved in an architect project. The project is with architect students who are coming in as part of their final assignment. They have devised a project whereby the children look at the houses and buildings around school and recreate this as a model. It's a great opportunity all round, with specific mathematics including: scale drawing and modelling; horizontal, vertical and perpendicular lines; and measurement and angles.

We've loved seeing Reception's maths this half term. During a unit of length and height, they then enhanced the curriculum looking at the length of a blue whale and the height of a giraffe!

We were quite surprised to learn we'd had a visit from a giraffe and a whale to check if our measurements were right!We must have missed him whilst we ate lunch...