

ST. ANNE'S C.E.(VC) PRIMARY SCHOOL
'Together with God, Making Learning a Life Long Friend'

SUMMARY AND ACTIONS

SUBJECT: Maths

FOCUS: SUBJECT LEADERSHIP

DATE: Summer 2025

Strengths:

- Quality of teaching is consistently effective. Teachers are confident in their delivery and all classes sequence learning well, delivering in small steps in line with a mastery approach.
- Questioning challenges children deeply and appropriately, and their responses are articulate.
- Scaffolding is evident, as is the appropriate use of manipulatives, etc, in line with a C-P-A approach.

Areas of Development:

- There is a need to provide greater challenge for the most highly attaining children, to ensure that they are being pushed to express their fullest potential in reasoning and problem-solving.
- There is a need to increase engagement in and enjoyment of maths through more enrichment opportunities to raise the profile of the subject at St. Anne's.
- The progression of skills and vocabulary does not yet include areas such as fractions and decimals or geometry specifically.

WHAT NEEDS TO BE DONE NEXT?

| What do I need to do? (advice, training, further monitoring, resources) | When will I do it? | What do teachers need to do? | When will teachers complete the tasks? |
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| Best practice on reasoning and problem-solving shared with staff in CPD: Mastery Menu, sentence stem prompts, new resources, etc. | Autumn term: initial CPD. Spring term: followup. | Follow best practice guidance and feed back to me. | Ongoing, termly. |
| Monitoring to focus on R+PS. | Autumn & spring terms. | Follow guidance in monitoring feedback. | Ongoing, termly. |
| Engagement with R+PS Research and Innovation Group. <i>Focus: How does use of the FAME approach to incorporating worked examples support KS2 children with problem-solving in maths lessons?</i> | Spring term. | Nothing - at this stage, this is just for JN to do, and then findings are to be used to inform future best practice. | N/A |
| Organise NCETM Number Day. | Spring term | Engage with tasks provided and competition. | Spring term |
| Write progression documents for all areas. | Spring term | Follow guidance in documents and feed back. | Spring and summer terms (ongoing). |

HOW WILL I MONITOR DEVELOPMENTS?

| What method will I use to monitor? (work sampling, planning etc.) | When will I monitor and evaluate? | Who will I give the information to? |
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| Assessment spreadsheet Work evidence in books Pupil voice Staff voice Learning walk | Termly Termly Termly Termly Termly | Report to head as/if requested Collated as needed EH and teaching staff (feedback) EH and teaching staff (feedback) EH and teaching staff (feedback) |