



St Antony's Mathematics Curriculum Impact-2022-23

Using AFL and AOL To Assess Impact

At St Antony's we believe that Assessment for Learning (AFL) and Assessment of Learning (AOL) is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as questioning and feedback, marking and brief written feedback where relevant, as well as engaging in verbal discussions with children to assess their level of understanding and to determine if there are any misconceptions which need to be explored and clarified.

Teachers mark in red pen. Correct answers are indicated by a ✓ and incorrect answers may be identified with a ? (question mark) and discussed with children where appropriate. Some incorrect answers may be explored with the individual child, with the table group or with the whole class based on the nature of the error. Sometimes errors are part of the process/steps a child may have taken in an effort to solve a complex problem. When this happens it is used as a teaching point to support other children who may have made the same misstep. Children are made to see mistakes as learning and teaching points and are usually given time to respond to marking, usually with a teacher/HLTA/TA during daily practice. Corrections made are also marked by teachers. This is to ensure the re-visited work is correct and to reward the good work ethic being embedded. Children may self/peer assess at the end of lessons, which is completed in pencil, this allows them to have immediate feedback on their work.

Assessment of Learning and Moderation is formally completed termly through our **Pupil Progress Meetings** as well as via the pre and post assessment which forms part of the White Rose Maths Hub programme. However, every half-term we conduct pupil progress meetings to rigorously track children's progress in maths.

Determining the Impact of Teaching and Learning In Maths

Every term we have end of term summative assessments in Maths, which generates data outcomes, which give a clear indication of the impact of teaching and learning on pupil progress in Maths. **These outcomes lead to discussions among cohorts, and phase groups regarding areas and topics needing to be reviewed and secured.** Teachers use assessment outcomes and data to inform and influence their planning and teaching by putting greater focus in areas in need of further development and consolidation.

Moderation of teacher based assessment outcomes are conducted by phase leads/SLT in collaboration with the Maths Lead in order to ensure judgements are accurate. Records are kept by staff as well as by the Assessment Lead as points of reference and to facilitate rigorous tracking. Children are formally tracked using our pupil progress tracking grids on our FFT system. This data is used by the Mathematics Subject Leader, Senior Leadership Team and Head Teacher to review children's outcomes against **Age Related Expectations** based on their Key Stage starting points.

Children who are not on track are identified for intervention/target teaching within or outside of the class by teachers in collaboration with Phase leads.

Leadership and Management

The subject leader uses her role is to empower colleagues to teach mathematics to a high standard and support staff in the following ways:

- **By keeping them up- to- date** on current development, strategies, changes to the teaching of mathematics and also keeps staff abreast with any issues arising from evaluations of the subject area; disseminating relevant information and providing training for staff members (either directly or through other professionals or providers such as the Maths Hub)

- **Leading by example** by modelling lessons or styles of teaching
- **Having a knowledge of the quality of mathematics provision across the school** and using this to provide a coaching and mentoring role
- **Identifying and acting on development needs of staff members**
- **Monitoring expectations, provision and attainment** across the school and providing feedback to develop practice further in order to raise standards
- **Providing necessary range of resources**, material and equipment for maintaining the subject to a high standard

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through drop-ins, learning walks and lesson observations as well as through the pupil progress meeting outcomes and attainment levels generated. In addition, consistency in the delivery of quality lessons as well as continuity in progression across the school is monitored by the mathematics subject leader through the implementation approach used for the subject in general and via the impact of Assessment for Learning outcomes. The maths leader's action plan and along with the subject vision/ intent identify and outline specific actions intended to continually raise and maintain standards in maths across the school.

The Mathematics Subject Leader will also provide an annual summary report to the Head Teacher and Governors at the Education and Standards Governing body committee meetings in which she analyses and evaluates the strengths and areas for development in mathematics and indicate areas for further improvement which are largely stated as targets in the Maths subject SEF to the Governors.

The Curriculum Link Governing meets with the Maths lead at least twice per year (Autumn and spring2/Summer 1) to oversee and assess the quality of teaching and learning of mathematics by virtue of the outcomes generated from the pupil progress data across the school in this subject area.

Partnerships With Parents

At the start of each academic year parents are invited to attend a **Phase Parents Information Evening** at which expectations in all core subject areas inclusive of Maths is shared with them. Here, parents are informed of :

- **School priorities for Maths** such as pupils knowing their number and times table facts as are relevant to their year group and being able to use and apply these to solve problems in maths
- **Year group overviews** and are presented with the **end of year expectations based on the National curriculum Age Related Expectations** for each year group in all core subject areas inclusive of mathematics.
- Parents are also informed on how they can **better support their child at home in Maths** and other core curriculum areas by **attending** English (Phonics, Reading, Writing and GPS) and **Mathematics workshops**.
- Parents are also kept informed of topics that are being covered through our newsletters, Home Work and Class Communications on our school's on-line communication system with parents: **Class Dojo**- weekly.

During Parents' Consultation Evenings pupil's individual targets are shared and a written report is completed annually in the Summer Term. Homework in Early Years, Key Stage 1 and Lower Key Stage consists of activities directly related to what pupils are learning in school; they are encouraged to complete mathematics homework weekly across EYFS and KS1. In lower and upper Key Stage 2 mathematics homework reinforces class work or curricular target work and aims to promote enjoyment in the subject; and so is given more often based on parental feedback and responses from parent surveys as is relevant to the year group.

All classrooms have a display area specifically for mathematics. Sometimes this is used as a working wall and will display items that children need to support and develop the unit they are learning or it will feature central concepts and content. For example, key vocabulary, success criteria, models, key questions. In the Early Years' Foundation Stage there are also specific mathematical areas for children to access maths resources in their everyday teacher or pupil led learning in Maths. Overall the impact in this subject sees very high levels of attainment overall.

