

<b>Focused Priority 4</b>	<b>Sustaining Mastery in Mathematics</b>
<p>What will be different for children (emphasise learning &amp; achievement)?</p> <p>Ofsted category cross reference:</p> <p>Quality of teaching, learning and assessment</p> <p>Outcomes for pupils</p>	<p>All staff have a shared understanding of what mastery means. Teachers have a deep understanding of mathematical concepts taught in the primary curriculum and know how to use different representations and models to ensure understanding. All pupils speak in full sentences and most do so independently and unprompted, when sharing ideas and explanations. Stem sentences are used both to provide structure when speaking and to support generalisation. Lessons are built up in small steps with clear models and images with assessment opportunities each small step. Pupils have enough time to practise skills to enable them to become secure but are also provided with opportunities to move on to reasoning. Games are used to allow pupils to secure fluency skills. Staff have a clear knowledge of which skills pupils must master in order to be ready to progress to the next lesson, next unit and next year group. Problem solving skills (working systematically, trial and improvement, pattern seeking, generalising and specialising, visualise, conjecturing and convincing) are taught explicitly and opportunities to apply these skills are planned for regularly.</p>

**Success Criteria**

- SC1: Staff understand how stem sentences can be used for structure or generalisation and use these appropriately.
- SC2: Staff know the ready to progress criteria and use these to assess learning and address gaps and misconceptions to ensure that pupils are ready to move on.
- SC3: Teachers know which skills are needed for effective problem solving (working systematically, trial and improvement, pattern seeking, generalising and specialising, visualise, conjecturing and convincing) and plan for opportunities where these skills can be taught and practised.
- SC4: Pupils attain fluency by regular intelligent practise and the use of mathematical games.

**Data Targets**

Due to Covid-19, there was no end of year data for July 2020. Data targets are based on pupil prior attainment at the previous key stage and FFT projections. Data targets will need to be reviewed as the academic year progresses and current progress and attainment can be taken into consideration.

All class teachers will set end of year targets for individual pupils on FFT, these will be reviewed during the year.

**Reception Mathematics:**

We are following the early adopter trial for reception this year. Baselines will be set using this new system and reviewed throughout the year.

**Year Two End of Year Outcomes:**

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
<b>Y2 (TA)</b>	2019 EYFS EXP+= 72% GDS= 14%	EXP+ = 72%  GDS = 15%	Target ARE+:% Actual ARE+%	N/A	Target ARE+:% Actual:	EXP+: 72% Actual:
			Target GDS:% Actual: %	N/A	Target GDS:% Actual:	Target GDS: 15% Actual:

Interim targets will be agreed after data drop one

**Year Six End of Year Outcomes:**

Year Group	Baseline attainment	Target attainment July 2021	Nov 20	Jan 21	Mar 21	July 21
Y6 (TEST)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ =75 %  GDS = 20%	Target:20% Actual: %	Target:40% Actual:%	Target:60% Actual:	Target: 75% Actual:
			Target GDS:3% Actual: %	Target GDS:8% Actual:%	Target GDS:12% Actual:	Target GDS: 20% Actual:

Interim targets will be agreed after data drop one

Key People	Funding & Resources
Linda Embling,	TT rockstars White Rose premium Deepening understanding Release time for LE to attend maths hub meetings. Concrete resources

Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check  Date when completed
Monitoring of planning, focussing on stem sentences. Feedback with specific actions and if needed additional training for key staff. (SC1)	LE	HS	October, January, June	
Monitoring of planning and books with a focus on problem solving skills. Feedback with specific actions and if needed additional training for key staff. (SC3)	LE	HS	October, January, June	
Training for staff on the use of the ready to progress criteria. (SC2)	LE	HS	October	
Training for staff on problem solving skills and how to incorporate problem solving in a mastery curriculum. (SC3)	LE	HS	February	
Induction training for new staff to ensure they have a good understanding of stem sentences, fluency and the mastery approach.(SC1, SC4)	LE	HS	October	
Moderation of maths assessments against the ready to progress criteria. (SC2)	Team leaders, LE	HS	TBA	
Monitoring of times tables and number bonds fluency (SC4)	LE	HS	December, May, July	
Pupil voice (through Microsoft forms) to assess impact on enjoyment from the use of games to improve fluency (SC4).	LE	HS	November, June	

**Evaluation:**

**Impact Review one :**