Key areas of development: Maths

Term: 5

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|  | Response | Evidence |
| What have been the main actions that have been undertaken? | Y2, 5 and 6 have undertaken ‘**booster’ programmes** over the course of the Spring term. The focus throughout the year, shifted from preparing the children for calculation methods (Autumn term), towards developing their reasoning skills (Spring onwards).  During the Spring term, we took the decision **to group the maths sets differently**. For this year, we separated the Year 5 and 6 entirely, teaching all the Year 6 pupils through the appropriate maths content leading up to SATs (on top of their ‘booster’ days). The Maths leader initiated this change and took on considerable responsibility in having a set of very mixed-ability pupils. We believe this has contributed significantly towards the improved outcomes at KS2, and she should be commended for taking the initiative and having good impact on standards.  Teachers now all daily complete daily **reasoning tasks** as additional block of time- in KS2 this means there is timetabled 1 ¼ hour daily slots. Classes undertake arithmetic tests similar to the newer Y6 tests across KS2.  We have increased the proportion of **1:1 maths tuition** in the Spring term at Y5/6; we think that all-but 3 (out of 18) of the pupils tutored will achieve the ARE scores (83% success rate).  We have also ran an **Y2 booster group** to try to improve the rates of progress for our middle/low-ability mathematics who may be deemed ‘vulnerable’.  EYFS project- did you want to add anything here? | Y2 and Y6 are predicting significant increases in the Maths SATs outcomes for 2017.  At Y2, we expect 70-75% of pupils will meet ARE (it was just over 50% in 2016). We think 13-15% of pupils will get GD (similar to last year). These predicted figures for 2017 meet the national outcomes in 2016.  At Y6, we expect around 75% will meet ARE (last year the school achieved 56%). We hope 11% will get GD- last year it was 0%. Again, like with the Y2 results, this would match/exceed the national 2016 outcomes.  We have found from initial impressions of both tests that our children did immeasurably better at the arithmetic papers than last year.  Progress measures in maths assessments across the school continue to be above expected levels- with the exception of Y1 (2.4TP which is in line with ‘expected’ progress).  Average gains in maths for the Y6 pupils who have had 1:1 tuition at some point this year, has been 5.2TP- significantly above expected rates of progress.  The gains for the Y2 booster group is not quite as significant as the Y6 pupils, but still ‘accelerated’- +3.6TP. |
| What needs to happen next? | Continue to embed reasoning skills across the school- deploying the additional reasoning sessions (Jo Cronin’s A.P.E. questioning resources) and redress the imbalance towards just calculation in the Autumn term 2017. However, we still to ensure that calculation methods are continually revisited/consolidated, as has proven to be a real strength of the 2017 outcomes.  The teaching of fractions/%/decimals needs to increased; there were a very high number of questions in the KS2 paper suggesting the SATs format will continue to focus more on this over time. | Reasoning scores need to improve to ensure more pupils reach GD. While we think the overall average score in the Y2 and Y6 SATs will be significantly up, the reasoning scores will be proportionately lower. For MA (and HA) pupils to achieve GD, we need to continually enhance the children’s reasoning skills.  Many of our children coped well with familiar representations of fractions and %. However, questions were presented slightly differently in the 2017 test; our children appeared to struggle a little with these. National analyse of the test data will show whether we struggled more or less than other schools, when it is released in September 2017. |