

**Kings Road Primary School**  
**Curriculum Coaches Memorandum of Understanding**  
**'Deep Dive'**



**ignite**

**Maths**

# Maths

## Overall Judgement

Judgement

Inadequate	Requires Improvement	good	<input checked="" type="checkbox"/> Outstanding
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# Headlines

5 Key Strengths

- Consistent approach to the delivery of Maths
- Approach to teaching times tables
- Good availability of resources
- Good First Quality teaching across the school
- Improved cohesive planning across the school

3 Areas for Development

- Consistent planning of content for regular intervention groups
- Development of mastery teaching within the whole school
- Language development of mathematics within all teaching

**What is needed to move to outstanding**

Or  
 The key reasons behind an outstanding judgement

- Mathematics is strategically led by an outstanding team. The subject has been carefully tailored to match the specific children at Kings Road. The daily learning is outstanding, as are the various strategies, such as Ruler of Reasoning.

# Quality of Education

## Outstanding (1)

- The school meets **all** the criteria for a good quality of education **securely** and **consistently**.
- The quality of education provided is **exceptional**.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

## Good (2)

### Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.

### Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

### Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

## Requires improvement (3)

- The quality of education provided by the school is not good.

## Inadequate (4)

The quality of education is likely to be inadequate if any one of the following applies.

	<ul style="list-style-type: none"> <li>■ The school's curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that do not build their knowledge, skills or understanding.</li> <li>■ The pupils' experiences in lessons contribute weakly to their learning of the intended curriculum.</li> <li>■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.</li> </ul> <p>Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This does not apply for some pupils with SEND.)</p> <ul style="list-style-type: none"> <li>■ The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.</li> <li>■ Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.</li> <li>■ Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment.</li> </ul>
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<b>Delivery</b>	
What resources to teachers use to aid their planning?	Teachers use White Rose Resources to sequence the large units of learning in a consistent scheme and to break it down into the smaller steps to deliver in the lessons at Kings Road. Classroom Secrets is another resource that teachers can use once concepts are being gleaned by the children and these consolidate the learning further with a volume of more challenging problems and reasoning questions. Nrich Hamilton Trust
How do teachers inform themselves about children's prior learning?	Younger children- setting up an initial practical activity 'cold' and using discussion/ questioning to provide an understanding of learning stage. Teachers also use pre-learning tasks further up the school to determine understanding when they commence a task. Analysis of MAGS Some teachers use Pre-Testing (Usually Rising Stars)
Do teachers know why they are teaching their topics?	Teachers understanding of this comes from the LTP and Learning Ladders implemented in the school. They are able to refer to previous year's learning ladders and small steps and understand where the step in their Year's learning journey has come from.
What process has been used to put together the planning this subject	Very thorough, strategic, evaluative and positive. We have researched and trialled several options. White Rose provides a clear progression with a broad base of learning- Varied Fluency and Reasoning style learning. It challenges children's thinking. Practical activities were then implemented with staff (Joint Planning, Power Pairs) to support staff in understanding the planning of this subject
How has Kings Road's 'Cultural Capital' been considered	There is evidence of consideration of wider knowledge and understanding in other subjects which add to children's understanding of number and how it has evolved over centuries. Opportunities to extend Maths learning beyond the classroom and providing enriching experiences to foster a love for mathematics as a subject has been considered carefully across the school. Interschool Maths competitions(UKS2), NSPCC number day (whole school), Talk for Maths to support learning of Maths vocabulary and concepts, ruler of reasoning sessions to encourage maths talk and explanations building self-esteem, TT rockstars battle of the bands, TT rockstars after school club have all successfully contributed to building the cultural capital in relation to Maths.
What is learnt at the beginning of the children's journey? (Foundation Stage) and why?	Children are exposed to the requirements of the ELGs where they develop a clear understanding of number in concrete, pictorial and abstract concepts and how to count these in objects. They also begin to develop awareness of shape, space and measure in rudimentary terms – identifying things that are longer/shorter, heavier/lighter and so on
How is the subject coverage progressive throughout the school?	This is shown in the Learning Ladders
What are the strengths of this subject?	A consistent approach to maths across the school which allows for progression for pupils when they transition throughout the school. A dedicated team of staff who teach maths in a detailed, innovative and focused manner.
What are the weaknesses of this subject and what is being done to address these?	Vocabulary/ language understanding by the children. However, in Power Pairs observations and other monitoring exercises, this is being addressed and supported by Talk4Maths strategies and high level vocabulary teaching from younger years. Ensure that the teaching of mastery maths is consistent within all year groups.
How is the subject used to develop reading?	Identifying key maths vocabulary to support further progress. Use of appropriate levelled phonics.

<b>Progress</b>	
How are children that struggle or lack confidence supported?	Teacher attitude towards these children- positive, 'can do'. Spending a little longer revisiting prior learning to build confidence before moving on. Small steps. Regular reinforcement of concepts already learned. Following the CPA approach.

	Same-day interventions would be ideal – but time a major inhibitor Pupil Premium Pledge Group Acceleration Programmes Review of Progress meetings
How is this subject assessed and how are next steps identified?	Constant teacher assessment throughout lessons. Next steps identified, discussed and reflected through following day's lesson. Planning not followed religiously- children's learning and progress determine the focus of the next session. White Rose assessments x 3 a year and completion of analysis grids to identify next steps.
What transition arrangements are in place to support teacher to teacher communication?	1:1 discussions between teachers of current and future class. MAGs available
How are end of term summative assessments used to aid future progress?	GAP children have own specialised support/ targets/ focus. Staff also have termly T+P Meetings with HT/DHT where individual targets are set in Maths are set for all children in the school. These are reported on and accounted for and regularly will be part of Performance Management targets in some fashion.

<b><u>Intervention</u></b>	
What is in place for pupil premium children?	Pupil Premium Promise-Children have specific time in the week to focus on Maths learning. TA has a focus on particular area of maths-mainly mental maths learning
What is in place for SEN children?	TA support. Peer learning. Chn in KS2 are set into mixed groups where more adult support can be pooled and plans put in place so these children receive more small group support
What interventions are in place across the school?	Teachers and TAs engage in in-class interventions with groups – some staff implement interventions outside of lessons/PP/SEN but this is sporadic
Who delivers the intervention?	TAs & teachers provide interventions when applicable.
What evidence is there to support knowledge of impact of intervention for potentially vulnerable groups and individuals?	PPP- progress recorded by TA. MAGs data is also used and shows that vulnerable groups often make more accelerated progress than whole class progress in Maths
How are EAL pupils catered for?	Practical activities. Reduced explanation (but this is often most of the class so Talk4Maths and Ruler of Reasoning strategies are key in this approach) EAL TAs Holistic, quality first teaching approaches

<b><u>Continuous Professional Development</u></b>	
What CPD have leaders been given?	Maths Team have engaged in various sessions across the Team North West Hub TTSA meetings
What CPD is in place for all staff?	Power Pairs Professional Development will be implemented again this year which provides more ideas and insight for teachers within all key stages of the school. <i>Having time to discuss Maths with a colleague and to be able to observe/ team teach is a great 'in house' strategy to provide CPD. – Anne Kaemena</i>
How are new staff supported?	All new staff receive a Pack called Maths at Kings Road PS which is a 6 page document that outlines the quick need-to-know info including Talk4Maths Strategy, Ruler of Reasoning, Resources to use and target displays – as well as having the updated Maths Policy to hand with all the wider information, including assessments. The Maths Lead meets with the new staff member and goes through this with the member of staff.
How is teacher and teacher assistant subject knowledge supported?	Regular free CPD opportunities with Turing NW Maths Hub are promoted (and a number have taken up interest with these) as well as the CPD on offer

<b><u>Workload and Well-being</u></b>	
Do you feel supported by senior leaders?	Yes
Have you been given the tools to complete the role of subject leader?	Yes
How do you support the teachers?	Power Pairs Professional Development plays a key role in this – being a coach and listening ear in the process

<b><u>Monitoring</u></b>	
If a lesson was to be observed what would be seen?	Focused, clear learning objective. Revisiting, practising mental maths skills to keep sharp and to forefront of children's learning. Linked to prior learning. New concept taught through concrete, pictorial, abstract approach Open ended questioning to encourage independent thinking skills. Discussion amongst teacher and children and amongst children- peer learning. Challenging activities/ learning opportunities. Misconceptions identified and addressed. Plenary to focus, link and summarise learning step/ children explaining their own learning/ children thinking about next steps in their learning.

	Teacher uses informal assessment throughout lesson and can alter learning as required.
If a lesson was to be observed how will that lesson fit in with the overview of the subject?	This would be documented by the teacher's planning, that would take the small steps from White Rose into account in planning their sequence of learning
What would a teaching assistant be expected to be doing during a lesson?	Being active/proactive throughout the lesson. Know what is expected of them through prior discussion with teacher. High quality support and intervention. Could be supporting individual children/ small group. Not solely working with SEN/ LA children. Throughout the sessions available, working with a range of abilities.
Will the teacher's questioning encourage learning and enquiry?	Yes – learning at times is rote with times tables and skills led (mainly in arithmetic sessions) but will often utilise problems to give a foundation at the start of the lesson
Are the children learning new knowledge/skills? How do you know?	A variety of places – in teacher's questioning using concrete and pictorial representations and whiteboards, books, end of lesson task

<b><u>Any other factors</u></b>

*Excellence without compromise*