

Next steps

- Parental workshops
- Weekly assessment for fluency for years 1-4
- Coaching sessions
- Review of fluency target cards and books
- Extend into EY
- Resources for EY and UKS2

Background:

- Mastery ideas fit with our school vision

At School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

Data –summer 2017

| Year | % below chronological age |
|------|---------------------------|
| 1 | 15% |
| 2 | 28% |
| 3 | 35% |
| 4 | 29% |

Based on PUMA assessments

Aim : To introduce 'Teaching for Mastery' approach to maths lessons throughout school

Training

- Maths mastery specialist – 3 year
- Staff attended course run by Cambs Maths Hub
- CPD led by myself – including modelled lesson
- Coaching groups set up
- Introduction session for parents

Resources

- Finding from participation in TRG allowed concrete resources to be purchased for every year group.
- School subscription to TT Rockstars
- Maths No Problem text and work books to aid planning
- Centralised and audited resources

Planning and timetabling

- White Rose small steps
- Maths No problem
- Maths lessons 50mins
- Separate 10 mins fluency session
- Same day interventions

Fluency

- Each year group has fluency target cards
- Focus on factual fluency this year
- Extend this to procedural fluency for next year
- Success of TT Rockstars – house competition

Learning walks and lesson observations

- Fluency sessions not happening as we would like
- Aspects of mastery in lessons
- Lack of coherence – stemming from planning
- Not sufficient CPA