



# Curdridge Primary School

## Why Maths is 'GOOD' at CPS

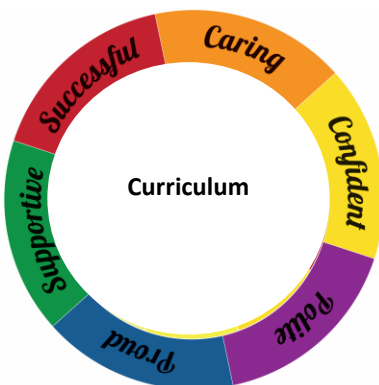
Phrases in **bold** refer to OFSTED (June 2015) and HMI Monitoring Inspection Visit (March 2016) actions.



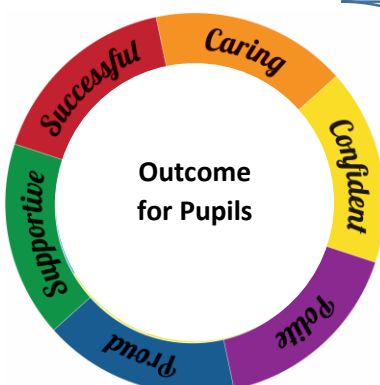
- Teaching across the school is consistently 'good' or better.
- **Classes are mixed ability – flexible groupings are used daily and are based on previous learning. Teachers identify and support effectively those children who start to fall behind and intervene quickly to help them to improve their learning.**
- There are high expectations of presentation in books.
- Regular learning walks, formal observations and Performance Management reviews are in place with clear guidance on feedback. Teachers are given time to reflect and review on personal targets.
- **Every class has a working wall, focusing on images and examples to support children.**
- **Problem solving is at the centre of planning.**
- Concrete resources and images are used to support learning.
- Teachers use questioning skilfully to probe pupils' responses so that pupils have a better understanding of new concepts. Teachers also use questioning to tackle pupils' misconceptions.



- Maths interventions are planned in order to ensure children 'catch' up and 'keep up'.
- **The marking policy is used consistently across the school showing progression from KS1 to KS2.**
- **Marking is completed daily so children can respond to their work before new learning takes place.**
- **When marking books, teachers have the children as their prime audience ensuring the feedback is purposeful and appropriate.**
- Teachers assess children using the Hampshire Assessment Model (HAM) at 4 stages throughout the year.
- **Targets are identified for every lesson that children work towards.**
- **Daily planning has been developed so that AFL is the fundamental part of each lesson – prompting the children on what they need to improve.**
- **Daily marking is based on previous feedback on next steps, challenge or consolidate. This is consistent with the school's marking policy.**



- A whole school overview is in place to ensure effective coverage of the whole curriculum.
- **Effective MTP is now linked to the New Curriculum. Teachers plan units with Problem Solving at the centre of planning; where possible, planning is linked to real life context.**
- All children are encouraged to apply their CLP values when learning Maths.
- Children are encouraged to rehearse their mental maths skills using an online provider called Sumdog.
- Teachers have secure subject knowledge to plan learning that sustains children's interests and challenges their thinking.



- Each year group has aspirational targets and interventions in place in order to meet cohort and individual targets.
- Since September 2016 children are now more challenged in their learning through problem solving and maths in a real context. They are also now using concrete resources as well images to support their understanding explanation of maths. Maths books now show a greater emphasis on problem solving and reasoning. Written explanations are common in most books.
- **Outcomes for Pupil Premium children in Maths have improved by 14% since the start of Autumn 2016.**