

## Maths at New Christ Church

### Report for Parents

Last term, the KS2 results for NCC were published. They showed a bit of a dip in attainment for English and Science, which we were expecting due to the needs of the cohort. However, there was a more serious dip in maths, which we were very disappointed with. We have fully analysed the papers and have a good understanding of why certain children did not make the progress we expected, and since September have implemented a range of strategies to address shortcomings across the school.

Weakness	What we're doing	Impact Sept-Dec	Now what?
Maths vocabulary – many children do not understand maths specific words and find it difficult to understand written word problems in maths	All lessons now focus on specific mathematical vocabulary. Children keep a list of the words they've learnt in their exercise books – 'Maggie words' Talking Partners are used so children can practice using these words in context	Lesson Observations show that more children are using specific mathematical vocabulary appropriately and with understanding Problem solving activities are provided so that children are used to seeing specific vocabulary in word problems	We need to maintain the momentum with this and encourage children to answer questions in maths using this vocabulary in full sentences – parents can help by asking their children 'what new maths words did you learn today?'
Mixed aged maths classes in KS2 made planning for maths complex and at times was not appropriate for all learners – led to gaps in learning	All KS2 children are in maths groups broadly arranged by age/National Curriculum level; this means that children are being taught at a level which meets their needs – we can provide challenge for the more able and support for those who find maths difficult	Our tracking in December shows that most children have made expected progress since September, with many making better than expected progress. We are pleased with the results so far.	We need to maintain this approach, which will mean ensuring our budget can afford the additional staffing costs. We're also looking at providing booster groups and 1:1 support for those children who need additional support. More able children will move up a group if we feel it appropriate.
Enjoyment and understanding of maths – we know that many children find maths tricky and that this lack of confidence can undermine achievement. We want all children to enjoy maths and feel good about their learning	Big push on Mathletics – children love this programme so we're really pushing this and monitoring their progress. Increasing the amount of interactive learning in maths so that good learning happens in fun ways. Asking the children what they like/dislike in maths and responding to their suggestions.	Those children who regularly use Mathletics are making incredible progress – the data really shows this! Children tell us that they are enjoying their maths lessons and there is a real 'buzz' around the school. Homework is completed regularly, which is evidence of enjoyment and understanding.	We know parents want more support with the methods used to teach maths – please respond to the questions below. We know that access to Mathletics is difficult for many children- please help us in responding to the survey below.

	Telling children it's ok to make mistakes and learn from these. Certificates in assembly to reward good learning, especially when learning from mistakes!	Children have been heard cheering and celebrating mistakes – because the mistake has led to good learning!	
Mental arithmetic has been a problem, with children not knowing number bonds and times tables off by heart	We have a 10 minute slot in the school day where every child in KS2 practises number bonds and times tables. Children in YR and KS1 are practising counting skills and simple number bonds.	We're seeing great improvements with this and will continue to practise every day	Parents can help us by testing children at home As a guide: YR/Y1 – number bonds to 10 (addition/subtraction) Y2 – number bonds to 20 (+/-) and 2x, 5x, 10x tables Y3/4 – bonds to 100 (+/-), 3x, 4x tables Y5 – bonds to 1000, and decimal bonds to 1.0, 6x, 7x tables Y6 – 8x, 9x, 11x, 12x tables

To help us improve the quality of teaching in maths, we worked with Will Connolly early in the Autumn Term; Will is the Regional Adviser for the Primary National Strategies, so has a lot of experience and expertise. He carried out a full review of maths at NCC and noted a lot of very good practice here – his opinion was that the main issue holding us back was consistency – there is a lot of good practice here but it is not yet evident in every class every day. We've therefore worked very hard to make things more consistent and have agreed as staff that every class will:

- Display key vocabulary and Magpie words
- Know what the plan is for the week's learning – called the 'Big Picture'
- Mental maths practice happens every day
- Make sure that every child has and uses a maths pack of key resources
- Planning will show key vocabulary, key questions, extension activities for the more able
- Marking will provide quality feedback for children, so that they know what they need to next in their learning
- Talking Partners will be used as a key tool for learning and answering questions

We have also benefited from the support of Marie Heinst, who is currently an independent Consultant; however, she previously worked for the Primary National Strategies and was involved in writing the current curriculum framework for maths. She has worked along side individual teachers, providing high quality professional development focused on the needs of the children as well as the teacher. Several staff have visited each other's lessons in order to build on their practice and 'steal' good ideas from one another. Ms Soulsby was once a Leading Teacher for Maths in Reading, so she has also worked with individual staff.

A lot has happened since September and we are improving – more is planned this term!

## Maths Questionnaire for Parents

We know that parents would like more support in helping their child at home. Please answer these questions as honestly as you can. Thank you!

Child's Name .....

My child has access to the Internet at home and can therefore use Mathletics at least once a week.

Yes

No

I would attend workshops for parents 'How we teach maths at NCC'

Yes

No

I would want the workshops to take place:

- During school time

- After school (3.30-6.00)

- Early evening (6.00-8.00)

If we did run workshops, we wouldn't be able to show you everything! What particular topics would you like us to cover?

Please list any other suggestions, things you'd like us to address in maths or questions you'd like answered.