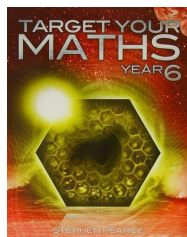




STRIVE

Curriculum Structure and the National Curriculum

We use Target Your Maths from Year 2 to structure our units. Objectives are separated into three levels of challenge to ensure all pupils can work at the right level. We follow our mathematics progression map, ensuring all of the NC objectives are met at the relevant year level. Teachers are able to vary the order of some topics, but generally ensure that areas like Number, Fractions and Calculation stand alone. White Rose Maths is used to provide extra challenge and support where needed across each unit. Additional challenges, investigations and problem-solving activities are selected from *nrich*. EYFS use White Rose Maths to structure their weekly inputs and provision. Y1 is piloting the use of Primary STARS to bridge the gap.



SUPPORT

Each unit begins with a cold assessment on blue paper of the content about to be covered in the unit. Each unit ends with a hot assessment of the same content, but with different questions, so that progress and attainment are clear to teachers, pupils and parents. Most lessons include a “target ticket” which explains the content covered in the lesson and gives a reference point for pupils and staff to direct their feedback towards—the logical sequence of learning can be seen here.

Pupils mark their own work with green pen during lessons wherever possible. This gives opportunities to correct misconceptions and evidence progression within lessons, making next steps clear for pupils, teachers and parents.

As most independent work is separated into levels A, B and C (from least to most demanding), pupils and teachers discuss which level of challenge is correct for individuals depending on the objective being taught.

Any supplementary challenge/support is found using White Rose, Deeper Learning or *nrich* materials, or through adult/peer support.

Homework linked to objectives taught in class is shared each week in KS2, with Numbots and Times Table Rockstars available for further home practise. Numberstacks forms our 1-to-1 and small group interventions, led by a member of support staff in afternoon sessions.

SUCCEED

The system of A, B and C is well-embedded across KS2 and pupils are able to explain how it works and why it helps them find work at the right level.

Pupils are proud of improvements within lessons using their green pens and increased scores from Cold to Hot unit assessments.

Teachers are encouraged to use their planning time to develop engaging whole class inputs and curate a range of concrete manipulatives where possible.

Termly PUMA assessments provide standardised scores for each pupil to inform pupil progress meetings and pick out any lagging topic areas, though we take our curriculum design into account when analysing this.

We are aware that different cohorts show challenges for different sub-groups, so seek to challenge and support class teachers to vary their input and in-class support to address any imbalances.

EYFS use Tapestry to collect observations into a personalised profile and share this with parents.

By the end of KS2, pupils are able to articulate the value of challenging themselves in Maths.