

The scheme is now a whole school approach and consistency is strong across the school.

Vulnerable learners supported through: using a systematic approach to learning new concepts, pre-teaching, scaffolding, 1 to 1 / small group interventions and Teacher/ TA support.

High expectations of vocabulary throughout Maths Meetings and Maths Lessons. Pupils use accurate vocabulary and speak in full sentences. This is modelled by all staff.

Pre and post diagnostic quizzes are being used at the beginning and end of each unit to identify areas to consolidate and progress.

Subject lead and staff to attend regular CPD provided by Mathematics Mastery and sign up staff to training relevant to them when it occurs.

Same day interventions given when pupils haven't grasped concepts. This will mean misconceptions are addressed quickly and give time for consolidation.

Children pre-taught by TA to support and challenge small groups in lessons

Mathematics at St Joseph & St Theresa



Streamed CLIC groups within class to develop basic skills and arithmetic. Learn Its sent home to involve parents.

BEAT THAT Challenge and Learn Its used to assess and monitor progress weekly.

Data tracked by teachers half termly. Teachers identify pupils not making expected progress and plan effective interventions. Interventions are reviewed regularly to ensure they are having a positive impact.

Teachers promote a Growth Mind set to learning Mathematics.

Lessons are carefully sequenced using the 6 part lesson structure. Lessons always build on prior learning, make meaningful connections and use a range of representations.

Teachers use the Dimensions of Depth to deepen pupils understanding.

- Conceptual understanding- pupils deepen their understanding by representing concepts using the CPA approach and make connections between representations.
- Language and communication- pupils explain and justify using mathematical language. Children use accurate vocabulary and speak in full sentences.
- Mathematical thinking- children ask and explore questions, give examples, sort and compare, look for patterns and rules in the maths they are learning.

Maths Meetings used 3 X week to consolidate key areas of Mathematics and revise knowledge on a regular basis- continuing to build on their mastery of the concept.