



# WORLINGHAM CEVC PRIMARY SCHOOL

## MATHS STATEMENT OF IMPACT



Children's progress in Mathematics is tracked through both formative and summative assessment methods.

### Formative Assessment

In weekly Maths lessons, the following methods are used to formatively assess children's knowledge:

- **Revisiting:** Teachers use 5-minute challenges, daily 10 and flashbacks, to ensure numerous topics are revisited throughout the year. The White Rose long-term planning is a strand curriculum whereby topics are covered in-depth over a longer period of time. However, we are aware that learning must be revisited to ensure fluency and consolidation; by using the methods above this provides a combination of both a spiral and strand curriculum.
- **Mark stickers:** are used for teachers to assess children's daily learning. Children also self-assess against success criteria. Key vocabulary is included on mark stickers and is discussed daily to assess children's understanding of mathematical language.
- **Daily practice:** In daily Maths lessons, the following formative assessment strategies can be seen: verbal feedback, live marking, children self-marking, teachers identifying misconceptions and remodelling, mini white board use, peer assessment.
- **Times Tables:** TTRS and/or Maths Olympics are used weekly to keep track of children's times table knowledge and to prepare them for the year 4 Multiplication Tables Check.
- **Arithmetic:** is worked on weekly, using different methods across the school, alongside new learning. Examples of this are the Rising Star arithmetic papers, skills tests (assertive mentoring) and 5-minute challenges. This data is used to inform teachers of progress and gaps which need to be addressed.
- **Intervention:** Maths intervention is used across the school to target children who have gaps in their knowledge. Examples of this are: plus one/power of two, Dynamo Maths, Maths SATs booster (in year 6). Formative and summative assessment are used to select children who require these interventions.

### Summative Assessment

Teachers at Worlingham assess children's maths arithmetic, reasoning and problem solving termly through the White Rose assessments, excluding year 6, who are assessed using past SATs papers. Once these tests are completed, teachers input this data into the Smart Grade system. This provides QLA (question level analysis) which enables teachers to identify weaknesses within their cohort. These can then be addressed through the formative assessment methods mentioned above. This data also helps to identify children's progress throughout the year, and the strengths in Maths teaching across year groups.

Using formative and summative methods, teachers assess whether each child in their cohort are: below, just below, expected or greater depth in Maths. This data is collected by the Assessment Coordinator termly and is used to track the progress of children across the school in Maths.

The effectiveness of our maths curriculum is evident through a range of measures:

- **Pupil Progress and Attainment:** We consistently monitor and evaluate pupil progress through formative and summative assessment. Our data indicates that the vast majority of pupils are meeting or exceeding age-related expectations at the end of each key stage. Our Year 6 Maths SATs data from the academic year 2023-2024 shows that our children's results are above the national level.
- **Pupil Engagement and Attitudes:** Observations and feedback show that pupils are enthusiastic about mathematics. They enjoy challenges and demonstrate significant perseverance when solving problems. Our surveys indicate high levels of confidence in their mathematical abilities, with many reporting a positive attitude towards the subject.
- **Enhanced Skills:** Pupils are developing strong reasoning skills and the ability to articulate their mathematical thinking through the White Rose Scheme. They can confidently explain their strategies and reasoning to peers and adults, demonstrating a deep understanding of key concepts. Children can confidently speak using mathematical vocabulary within their reasoning.

In conclusion, our commitment to delivering a high level of maths education is evident in our well-structured intent, thorough implementation strategies, and measurable impact on our pupils' learning outcomes. We remain dedicated to continuous improvement, ensuring that our mathematics provision meets high standards of education.

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect  
Growing Minds, Kind Hearts, Rooted in Love  
'Rooted and Grounded in Love' (Ephesians 3:16)