

## Mathematics report for Governor – Katherine Earle

### Spring Term 2025

#### The Mathematics Curriculum

For our Mathematics curriculum, we follow the scheme – White Rose Maths. As a school, we have seen an improvement in our maths data and therefore decided that we will continue to use the small steps from the White Rose Maths Scheme. However, we discussed that there is not much fluency and variation when using the White Rose worksheets, allowing the children to limited ability to develop a deep understanding and improve their reasoning skills. At the beginning of this year, we decided to incorporate Classroom Secrets maths resources into our lessons. They follow the small steps, but allow children to be challenged in their fluency and their reasoning skills. All classes use a mixture of White Rose resources and Classroom Secrets

resources to enhance the children's learning and understanding.

At the beginning of the year, all teachers discussed how we could efficiently support the children's learning in maths. One of our areas of improvement from the last academic year was to develop our maths working walls. As of September, all classrooms now have a clear maths working wall that can be updated frequently, allowing the children to use the working wall to support their current learning, but

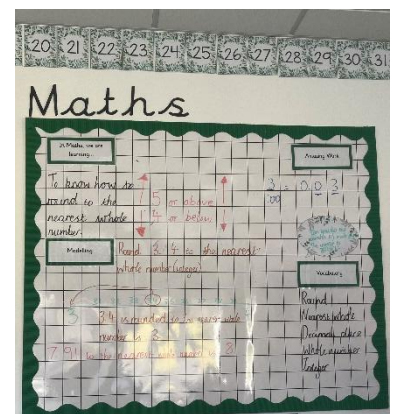
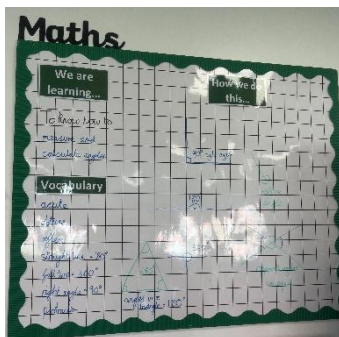
also to aid their prior learning and knowledge. On the working walls, there are examples of the methods the children are learning, key vocabulary and even manipulatives.

Another area of development for our mathematics curriculum was the use of universal provision, as we had very limited amount of resources. This year, we have focused on encouraging every class from FS2 all the way to year 6 to use manipulatives.

As part of this development, I have been attending the East Midlands Maths Hub training sessions, developing my understanding of the importance of manipulatives and how to use them effective across all key stages. This information is then passed on to the rest of the staff.

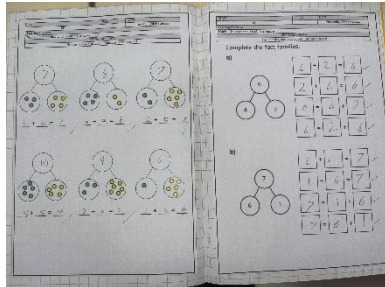
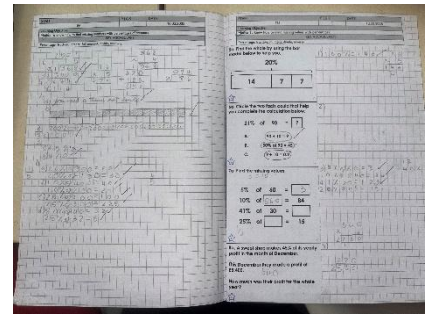
Throughout the first two terms, there has been an increase in the use of manipulatives in the classroom, which has been observed during lesson observations. We will continue to develop our universal provision

by collecting more resources throughout the year for each class. By the end of the year, our aim is for all classes will have a class set of the equipment they will need. This will encourage children to use the equipment to support their learning, but also to develop a good understand of how to use the equipment correctly and effectively.



## Monitoring

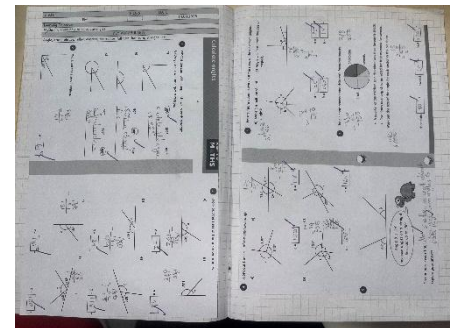
At the start of the academic year, it was noted that during monitoring the mathematics books, all teachers were following the small steps, using the correct objectives and vocabulary. It was noticed that universal provision was not



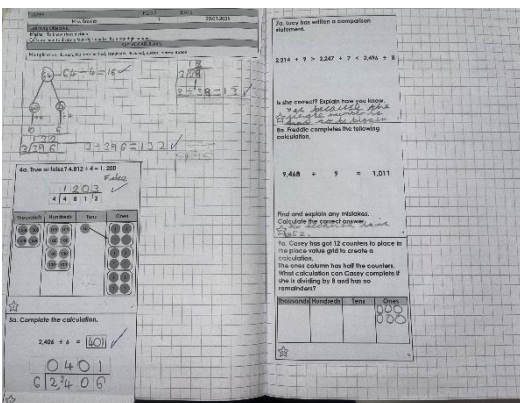
being use in all classrooms to support the children's learning of place value, in particular in upper KS2. As part of the action plan, I then completed an audit of the maths resources that are kept in each classroom, as well as the maths cupboard. I found that there was more equipment than we thought and the equipment was given to the classes that needed it. Towards the end of the November, the books were monitored again. This showed great improvement in their presentation, less worksheets were being used, the vocabulary is precise and all lessons are following the small steps. From the previous monitoring, it highlighted that

teacher were moving through the curriculum at a fast pace, during the monitoring in November, it was highlighted that this was not the case anymore, and teachers were spending more time on the objectives, only moving on when 80% of the children achieved the objective.

In the lesson observations, undertaken by Peter Phillips, it was evident that the bottom 20% in most classes were being

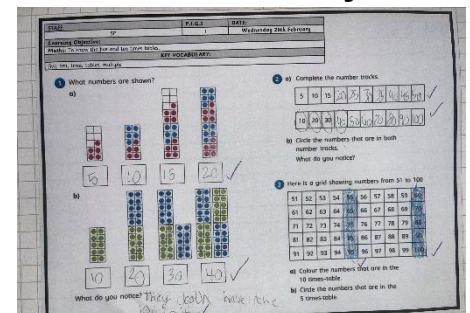


supported by a teacher or a teaching assistant, which linked to the monitoring in November showing the consistency across school. Our areas of development are to continue to focus on giving the children opportunities to revisit their work, developing our working walls, developing the children's understanding of universal provision and to ensure there is an equal amount of teacher marking and self-assessment.



## Events

As part of developing the children's love for maths, we also understand that the children's parents/carers play a huge part in their child's learning, therefore we had a maths parent's workshop that was held on Tuesday 4<sup>th</sup> March. This was to develop their own understanding of how we teach maths, but also how they can help support their child at home. The parents were engaged in the workshop, learning about the four operations and as well as participating in practical and written activities.

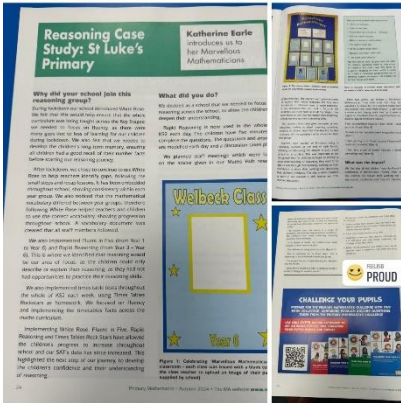


# Facebook posts

**St. Luke's C of E Primary School, Shireoaks**  
 6 Sep 2024 · 🌐

🏠 WOW! Well done to Miss Earle [our school maths lead] who has been published in this term's autumn edition of Primary Mathematics.

💚 We are so proud of her and the hard work which she dedicates to her subject leader role and how her leadership has impacted maths across the school!



**St. Luke's C of E Primary School, Shireoaks**  
 13 Sep 2024 · 🌐

🏠 The children in Clumber Class were so, incredibly focussed in their maths this morning when I came in.

💚 It was wonderful to see them using some of our new maths resources to support their learning with Mrs. Green and for working so wonderfully together! 🙌 Great job, Year 3!!!!



**St. Luke's C of E Primary School, Shireoaks**  
 4 Mar · 🌐

🏠 Tonight we are excited to welcome back adults for our maths parent workshop.

👤 We hope that you will find the meeting informative as we discuss the maths curriculum, here at St. Luke's.

💚 We will also be sharing information around the varying, National maths end of Year Group assessments in EYFS, Y2, Y4 and Y6.

