**Need Maths statements for your SIP? Origin interprets Ofsted for you**

**How can Origin Maths Hub help you?**

Origin Maths Hub has created school self-evaluation questions using the main findings within Ofsted's Maths Report: [Coordinating mathematical success: the mathematics subject report](https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report). This document has been designed to be used to support school improvement planning.

**Curriculum Design**

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| **Maths Subject Specific Self Evaluation Questions** | **School Development Priorities and**  ***Success criteria (SC)*** | **Actions (Maths Hub Engagement Opportunities)** | **Expected outcomes (Taken from Ofsted main recommendations)** |
| * Is the school using a high-quality, well sequenced curriculum? * Does the curriculum sufficiently prepare pupils for transitions between key stages and phases? | (Intent)To deliver a research-based high-quality maths curriculum  *SC – All pupils are well prepared for the next stage of the maths curriculum as result of a well sequenced curriculum*  (Implementation) To ensure equitable access to the high-quality maths curriculum for all pupils  *SC – All pupils, including disadvantaged groups, making at least expected progress.*  (Impact) All pupils will make at least expected year on year progress across all key stages  *SC – Pupils experience a sustained and consistent teaching for mastery curriculum throughout the school.* | **Teaching for Mastery Work Groups**  **Readiness → Development → Embedding →Sustaining**  Options if you are new to TfM Work Groups:   * [Readiness Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-mastery-readiness-work-groups/) * [Development Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-teaching-for-mastery-developing-work-groups/) * [Teaching Maths for Mastery - Special Schools and Alternative Provision Work Group](https://originmathshub.tgacademy.org.uk/opportunities/teaching-maths-for-mastery-special-schools-and-alternative-provision-work-group/)   If your school has previously been involved in TfM Work Groups, please contact the hub to find out how to re-engage. [office@originmathshub.tgacademy.org.uk](mailto:office@originmathshub.tgacademy.org.uk)  **Curriculum Support**  [Curriculum prioritisation in primary maths | NCETM](https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/)  **Transition**  [Year 5 - 8 Continuity Work Group](https://originmathshub.tgacademy.org.uk/opportunities/year-5-8-continuity/) | ***All schools should make sure that:***   * ***curriculums emphasise secure learning of, rather than encountering, mathematical knowledge.*** * ***curriculum sequencing prepares pupils for transitions between key stages and phases.*** |

**Pedagogy, subject knowledge and assessment**

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| **Maths Subject Specific Self Evaluation Questions** | **School Development Priorities and**  **Success criteria** | **Actions (Maths Hub Engagement Opportunities)** | **Expected outcomes**  **(Taken from Ofsted main recommendations)** |
| * Do teachers assess understanding and ensure pre-requisites for the next stage of learning? * Do teachers have good enough subject knowledge to ensure pupils understand the connections within maths and with other subjects? * Are pupils getting enough practice and consolidation to ensure retention? * Are pupils taught problem-solving skills? * Are pupils factually and procedurally fluent? | To increase the impact of assessment for learning strategies  *SC – An increased proportion of pupils make accelerated progress.*  To narrow gaps in mathematical knowledge (KS1 and KS2)  *SC – All pupils have the opportunity to meet age related expectations in mathematics*.  To develop an inclusive approach to the teaching of maths  *SC – Precise and consistent use of high-quality resources for all children to secure maximum progress for all pupils.*  To develop pupil oracy across the maths curriculum  *SC – Children are accurate, confident, and articulate in explaining their mathematical thinking.*  To secure deep mathematics subject knowledge for all classroom-based colleagues ensuring they emphasis connections within and outside the subject  *SC – A larger proportion of pupils are achieving age related expectations.*  To support all pupils’ retention over time of mathematical learning and understanding  *SC – Pupils can consistently recall and apply their mathematic knowledge away from the point of teaching.*  To increase pupils' factual and procedural fluency and recall across mathematics  *SC – Pupils can apply their factual and procedural mathematical knowledge and understanding across a range of contexts.* | **Teaching for Mastery Work Groups**.  **Readiness → Development → Embedding →Sustaining**  Options if you are new to TfM Work Groups:   * [Readiness Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-mastery-readiness-work-groups/) * [Development Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-teaching-for-mastery-developing-work-groups/) * [Teaching Maths for Mastery - Special Schools and Alternative Provision Work Group](https://originmathshub.tgacademy.org.uk/opportunities/teaching-maths-for-mastery-special-schools-and-alternative-provision-work-group/)   If your school has previously been involved in TfM Work Groups, please contact the hub to find out how to re-engage. [office@originmathshub.tgacademy.org.uk](mailto:office@originmathshub.tgacademy.org.uk)  **Research and Innovation Work Groups**   * [Collaborative Maths Support in SEND](https://originmathshub.tgacademy.org.uk/opportunities/collaborative-maths-support-in-send-research-and-innovation-work-group/) * [Primary Oracy](https://originmathshub.tgacademy.org.uk/opportunities/primary-oracy/)   **Specialist Knowledge for Teaching Mathematics Work Groups**   * [Primary Teachers - Spatial Reasoning Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-teachers-spatial-reasoning-pathway/) * [Primary Teachers - Number Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-teachers-number-pathway/) * [Early Years Teachers Programme - Number Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-maths-sktm-early-years-programme-number/) * [Early Years Teachers Programme - Shape Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-maths-sktm-early-years-programme-shape/) * [Primary Early Career Teacher Community](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-early-career-teacher-community/) * [Primary Teaching Assistant Programmes](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-teaching-assistant-programmes/)   **Mastering Number**   * [Mastering Number in Reception and KS1](https://originmathshub.tgacademy.org.uk/opportunities/mastering-number-work-groups/) | ***All schools should:***   * ***make certain that teachers routinely check whether pupils have secure knowledge and understanding of prerequisite mathematics and address any gaps identified, before moving on to the next stage of learning.*** * ***make sure that teachers regularly connect new learning to that which pupils have learned before, including showing pupils how it connects with learning in other subjects.*** * ***make sure that all pupils practise and consolidate new learning through well-designed exercises and activities, including sequences of problem-solving.*** * ***check that pupils are developing ‘procedural fluency’ (speed and accuracy of recall of methods) and address gaps in pupils’ procedural knowledge at the earliest possible opportunity.*** |

**Systems at subject and school level**

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| **Maths Subject Specific Self Evaluation Questions** | **School Development Priorities**  **(Success criteria)** | **Actions (Maths Hub Engagement Opportunities)** | **Expected outcomes taken from Ofsted Main Recommendations** |
| * Is the school fully utilising the support provided by NCETM Maths Hubs to provide external and support internal PD to help staff to understand the intended school mathematics curriculum and the way it is can be put into practice? | To increase capacity and expertise within mathematics across the school  *SC – Individuals feel supported to develop as a result of the collaboration and community of Origin.*  To secure deep mathematics subject knowledge for all classroom-based colleagues  *SC – A larger proportion of pupils are achieving age related expectations.* | **Teaching for Mastery Work Groups**.  **Readiness → Development → Embedding →Sustaining**  Options if you are new to TfM Work Groups:   * [Readiness Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-mastery-readiness-work-groups/) * [Development Work Group](https://originmathshub.tgacademy.org.uk/opportunities/primary-teaching-for-mastery-developing-work-groups/) * [Teaching Maths for Mastery - Special Schools and Alternative Provision Work Group](https://originmathshub.tgacademy.org.uk/opportunities/teaching-maths-for-mastery-special-schools-and-alternative-provision-work-group/)   If your school has previously been involved in TfM Work Groups, please contact the hub to find out how to re-engage. [office@originmathshub.tgacademy.org.uk](mailto:office@originmathshub.tgacademy.org.uk)  **For Maths Lead Development**  [School Development Lead Accreditation Programme](https://originmathshub.tgacademy.org.uk/opportunities/school-development-lead-programme/)  [Professional Development Lead Accreditation Programme](https://originmathshub.tgacademy.org.uk/opportunities/professional-development-lead-accreditation-programme/)  **Specialist Knowledge for Teaching Mathematics Work Groups**   * [Primary Teachers - Spatial Reasoning Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-teachers-spatial-reasoning-pathway/) * [Primary Teachers - Number Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-teachers-number-pathway/) * [Early Years Teachers Programme - Number Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-maths-sktm-early-years-programme-number/) * [Early Years Teachers Programme - Shape Pathway](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-maths-sktm-early-years-programme-shape/) * [Primary Early Career Teacher Community](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-primary-early-career-teacher-community/) * [Primary Teaching Assistant Programmes](https://originmathshub.tgacademy.org.uk/opportunities/specialist-knowledge-for-teaching-mathematics-teaching-assistant-programmes/) | ***All schools should:***   * ***provide continuing professional development for teaching assistants, and other adults working with pupils, to help them to understand the intended school mathematics curriculum and the way it is put into practice.*** |