**IMPACT STATEMENT FOR MATHEMATICS**

Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils make at least expected progress and close the gap.

All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

**Impact**

Pupils’ progress is continually monitored throughout their time at the school and is used to inform future learning and teaching.

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the Mathematics programme of study.

**Assessment in Mathematics**

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

**EYFS:**

In EYFS, we assess the children against their progress towards the Early Learning Goals for Mathematics which specifically include Number and Shape, Space and Measures objectives but also includes Mathematical Vocabulary (Communication and Language) objectives and Characteristics of Effective Learning (COEL) features. Through continuous observations, recording and monitoring by EYFS staff and the children recording and sharing their work in a wide variety of ways the children are assessed against their progress towards the Early Learning Goals.

**Key Stage 1 and 2**

**Formative Assessment**

Regular, in-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when:

* Pupils are struggling;
* They have consolidated learning;
* They are ready to progress.

It enables teachers to:

* Provide appropriate support or extension as necessary, including mastery (breadth and depth);
* Evaluate their own teaching of particular topics or concepts;
* Plan future lessons accordingly;
* Set next steps of learning for pupils.

Teachers use a range of strategies to check pupils’ understanding of key learning and vocabulary, and assess pupils regularly to identify those with gaps in learning:

* Observing pupils - individually, in pairs, in a group and in classes;
* Precise questioning;
* Talking and listening to pupils;
* Pupils’ work and other outcomes.

Inclusion grids highlight those learners who need additional support. It could be specific short term strategies or schemes or adult support to ensure those children make more rapid progress. Children with very specific needs may have their own individual plan which will detail the intervention strategies they may need in order to access the maths curriculum at their level over a longer period of time.

**Summative Assessment**

In-school summative assessment will provide:

* Information about how well pupils have learned and understood an area of maths, key learning and vocabulary or course of work taught over a period of time. Pupils can be assessed at the beginning and end of each unit of work to measure their progress and check their understanding of key learning and vocabulary;
* Feedback on how pupils can continue to improve;
* Teachers the opportunity to measure the impact of their own teaching (based on class-level outcomes). This will help teachers to plan for subsequent learning and teaching.

Teachers in years 1 to 6 tick off Mathematics Performance Descriptors (Band Sheets for each year group) against national curriculum objectives for each child. These can be completed at the end of a unit of work or before a designated assessment point during the school year. These MPD’s give a current report on the child/children working at the beginning of the band (working towards), those working at the band level (expected) or those who are secure and mastering that band (greater depth). Three times a year these assessments are recorded onto Target Tracker which is then monitored by the Assessment Leader and discussed with the SLT. The information from these assessments will feed into the class teacher’s teaching and learning (see Formative Assessment above).

**Impact of the Mathematics Curriculum**

This is monitored by the Maths subject leader and will include the following aspects:

* Work sampling to ensure development of key learning and key vocabulary;
* Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils, problem solving and intervention strategies for the less able or SEN children;
* Monitoring planning to ensure full coverage of the curriculum;
* Monitoring the use of marking and feedback;
* Checking that there are opportunities to use and apply mathematical skills;
* Checking that there are opportunities to use and apply reading, writing and drawing skills in Maths and that work is clear and well presented;
* Monitoring language skills – ensuring pupils understand key vocabulary;
* Climate walks;
* Learning observations;
* Gathering and responding to stakeholder’s views, including pupils;
* Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, Thinking Skills, British Values and Equality;
* Analysis of Target Tracker information to identify those pupils who require additional support.

Subject leaders will:

* Evaluate the performance of pupil cohorts and identified individuals or groups;
* Identify where interventions may be required;
* Work with teachers to ensure pupils are supported to achieve at least expected progress and attainment.
* Produce an annual Action Plan to work on key development points.
* Resource the maths curriculum effectively.