

How we assess Maths at Gawber



Formative assessment - this is what we do every day. We are constantly checking what children know e.g. asking questions, using thinking thumbs, traffic light, hands up, word waves, tell your partner, whiteboards, marking etc. Also we are constantly checking presentation too

Use of speaking and listening skills - there are so many opportunities in our maths lessons for children to talk and share their ideas. The use of partner talk can help children with weaker oracy skills to articulate their ideas with more confidence. Also the use of STEM sentences as a whole class is a quick indicator to which children need extra support within the lesson. When children give responses in class, we can monitor and encourage them to use the key vocabulary.

Live Marking - adults visit children's work and mark some of the questions in their book. This gives instant feedback and any support can be given immediately.

Arithmetic sessions - From Year 2 - Year 6, either weekly or fortnightly and then children revisit any areas of need.

Pre-teach sessions, catch-up and booster classes - helps to recap important knowledge and skills, as well as boost confidence and self-esteem. (Booster classes are currently held in Y5 and Y6 before school and at lunchtimes.)

Same day interventions - children can work either individually or in groups with an adult on a specific focus.

Morning Tasks - at least once a week children engage with a maths based activity to revisit knowledge.

Homework - maths homework is given once a week based on areas of maths children have been learning. This could also include times tables.

Competitions - such as TTRS, Numbots, Emile - can monitor and track children's progress.

Intervention groups - adults work with groups of children or individuals on a specific focus e.g. number bonds, times tables etc.

Times Tables - either using the times table stick or through different activities - constantly revisiting what children know. (Number bonds for Year 1)

Maths games - e.g. bingo, splat, Countdown, quick-fire questions, number bonds etc.

Five a day - Y2-Y6 work on additional maths activities based on prior knowledge for five minutes every day.

Y6 Maths leaders - work alongside younger children in school with times tables, number facts etc. They give feedback to the individuals and to the adults too.

Half termly assessments by the maths lead - times tables or number facts are monitored every half term and all data is recorded on a spreadsheet. This gives individual targets that can be reported straight back to the teacher or whole school targets e.g. check digit formation.

EYFS - the children are assessed throughout the year against the Early Learning Goals. The staff deliver maths lessons as a whole class, then have focus groups. Each child has a **learning journal** that shows their maths journey and their progress during FS2.

Summative assessments - we use the Ready to Progress criteria to assess our children. Any children that still need support after this then receive extra interventions.

Identifying gaps - for any children that we feel have specific gaps in their learning. We use the R+P assessment booklets to find which area of maths they need support with.

Themed days and activities - TTRS day, STEM / STEAM days

Also, Year 6 SATs, lesson visits, book looks, pupil voice, staff voice, SFPs, SEND meetings, Provision map and Pupil Progress meetings.

