



Mathematics

Subject Leader Report 2024-2025



Subject Leader: Andy Done

Spring Term

This term, the maths leader has conducted comprehensive monitoring and evaluation activities, including lesson observations, learning walks, book scrutinies, and pupil discussions. These activities have provided valuable insights into the strengths of maths teaching at Masefield Primary School and have supported the ongoing development of effective teaching procedures.

Early Years Foundation Stage (EYFS) Children in Reception and Nursery have been focusing on developing their understanding of numbers, particularly those from 5 to 9. They have also been introduced to key mathematical concepts such as shape, length, height, and time, which have been integrated into their continuous provision activities. A strong emphasis has been placed on subitising within 5, alongside verbal counting to 20, to build a secure foundation for early numeracy.

Key Stage 1 (Year 1 and 2) Children in KS1 have been working on length and height while continuing to master addition and subtraction. Year 2 pupils have also begun exploring multiplication and division. Throughout this learning journey, children have followed a structured approach, starting with concrete resources to develop hands-on understanding before progressing to pictorial representations and, finally, abstract concepts. It has been particularly rewarding to see pupils challenging themselves with problem-solving activities and making excellent progress.

Lower Key Stage 2 (Year 3 and 4) Children in Years 3 and 4 started the term by focusing on multiplication and division before moving on to fractions. Due to their prior learning in the Autumn term, which emphasised number facts and times tables, pupils demonstrated greater fluency when working with fractions. Monitoring activities clearly reflected the progress children have made in this area, showing their increasing confidence and competence.

Upper Key Stage 2 (Year 5 and 6) Pupils in Years 5 and 6 have continued to develop their understanding of fractions, applying their knowledge to increasingly complex problem-solving scenarios. Their fluency in formal operations has improved, and they are now confidently using this knowledge to tackle reasoning and problem-solving questions with greater independence.

Monitoring and External Validation During an external visit by Challenge Partners, the maths lead provided detailed insights into the curriculum, procedures, and policies. The feedback from this visit highlighted the strong position of maths within the school and confirmed the robustness of the curriculum in place. In addition, pupil voice activities and book monitoring have been conducted in every class, with teachers receiving constructive feedback on next steps for continued improvement.

Next Steps Looking ahead, a key priority in maths at Masefield Primary School is to further develop the use of concrete resources to scaffold learning effectively. By ensuring



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that all pupils have access to hands-on learning experiences, we aim to strengthen their conceptual understanding and confidence in mathematics.

Overall, the progress observed across the school this term is a testament to the dedication of our teachers and the enthusiasm of our pupils. We look forward to building on these successes in the coming terms.

