

**MATHS NETWORK MEETING MINUTES**  
from the meeting held on  
**Tuesday 2<sup>nd</sup> December 2025 1.30 – 3.30pm**  
at Glade Primary School

**Led by:** Paula Murray-Mower, Maths Consultant <https://www.pmm-maths.co.uk/>

**11 Schools Represented by 12 Maths Leaders:**

**Maths Leaders from:**

Al-Noor Primary  
Churchfield Junior School  
Fairlop Primary  
Gearies Primary  
John Bramston Primary  
Mossford Green Primary (x 2)  
Nightingale Primary  
Seven Kings School  
South Park Primary  
St. Augustine's Catholic Primary

**Apologies:**

Cranbrook Primary  
Gilbert Colvin Primary  
Goodmayes Primary  
SS. Peter & Paul's Catholic Primary  
Woodlands Primary

The meeting started at 1.30pm

## MINUTES FROM MEETING

### AIMS:

- To share strengths and areas for development to benefit from other leaders' actions and outcomes.
- To discuss the implementation of the mathematics curriculum by sharing ways to
  - **make time for revisiting content and dealing with gaps in knowledge and skills.**
  - **support teaching staff in improving mathematics teaching**
  - **facilitate adaptive teaching**
- To reflect on the status of mathematics in your school and discuss how to address Action Plans in 2025-2026.

### Key aspects to feedback or act on in school after the previous meeting (14.10.25) were given as:

- 1.** Annual Statistical Report (ASR) **data** – what does this mean for us?  
Gender and term of birth from data – impact/actions  
Using the data to identify areas of focus across the school  
Use data more to set school targets
- 2.** **Times tables** knowledge across the school; are division facts being taught?  
Multiplication quiz/tests across the school  
Multiplication tracking  
Teaching times tables (*Mastering Number*)
- 3.** Ideas to develop **vision** statement into reality  
Does our vision need to change?  
Promoting maths – include in assembly

## MINUTES FROM MEETING

### What follow-up actions have Maths Leaders carried out in response to these? And what else has been worked on?

1. ASR – noticed term of birth gap decreases eventually
2. Times table Excel spreadsheet to track pupil progress in multiplication knowledge
  - Daily practise for individual pupils/groups
  - TA groups focusing on times tables in Year 2
  - Looking at tracking pupils who need times tables support
  - Promoting TTRS tournaments
  - Parent workshops – times tables engagement.

#### Also working on:

- Observations within school – looking at consistency between classes in the same year group (invariation)
- Calculation Progression Policy
- INSETS for subject knowledge and planning.

## SCHOOL AND SUBJECT CURRICULUM: MAKING TIME FOR REVISITING CONTENT AND DEALING WITH GAPS IN KNOWLEDGE AND SKILLS

### Key questions:

- What do you do, as a school, to ensure you revisit content and address gaps?
- How does this look daily, termly and across the year?
- Have you rearranged your curriculum overview in light of this?
- How does it compare from EYFS to KS1 and to KS2?
- How did you set this up?

### Feedback from Maths Leaders:

- Daily/weekly arithmetic sessions
- Daily/weekly arithmetic tests
- Starters recap on prior learning
- Consolidation days/weeks built into maths overview
- Addressing gap analysis from termly assessments
- Weekly 'known facts' test similar to a spelling test
- Use of starters to consolidate, which do not always need to link to lesson objectives
- Use of 'Fluent in Five' questions
- Daily starters that set a question from each - yesterday, last week, last term, last year
- Early morning/soft start work
- Focus on 'know more, remember more'.

### Other points discussed by Maths Leaders:

- Realising that children are not all retaining facts from previous year groups, e.g. Year 6 not knowing  $\frac{1}{4}$  is equivalent to 0.25 How do we ensure they retain these key facts?

## STRATEGIC LEADERSHIP OF CURRICULUM AND TEACHING: SUPPORTING TEACHING STAFF IN IMPROVING MATHEMATICS TEACHING

### Key questions:

- What maths interventions take place in your school?
- Who decides on the pupils, the teaching staff and the content?
- Are any pupils in interventions every year?
- How do you know if these work?
- Ideally, how could they be improved?

### Feedback from Maths Leaders:

- Interventions take place in assembly time by class teachers although this can risk the same children missing assemblies
- Interventions in the afternoons taught by LSAs; content clearly prescribed by the class teacher
- LSAs run interventions 3 times a week for 10 mins after school with Years 1 – 6; working from baseline assessment at the start of the year.
- Boosters (Year 6) before and after school

## MINUTES FROM MEETING

- DHT looks at data to determine which pupils
- Interventions for Year 4 Multiplication Tables Check (MTC)
- Use of an online platform

### INCLUSIVE CURRICULUM AND TEACHING: FACILITATING ADAPTIVE TEACHING

PMM talked through some slides about adaptive teaching and how to support pupils who need more help then shared the EEF's *Scaffolding Framework for TAs*

#### Key questions:

- Do maths lessons in your school have a specific structure which ensures success for all from the start?
- What work has your school done on adaptive teaching?
- How do your teachers scaffold in maths lessons? How effective is this?
- What are your next steps in this as Maths Leader?

#### Feedback from Maths Leaders:

##### Structure:

- Year 1: starter with whiteboards on the carpet; practical lesson one day followed by recording the next day.
- I do/we do/you do structure used
- Regular reasoning lessons

##### Success for all:

- Open questions – more than one possible answer, e.g. target boards, which one doesn't belong?, odd one out
- Goal-free problems – low anxiety, familiarisation with presentation, scaffolds and challenges
- Make tasks fun, e.g. investigative
- Use of sentence stems at the beginning of the lessons to apply later on
- Low floor/high ceiling tasks for all to be able to access.

### STRATEGIC LEADERSHIP OF CURRICULUM AND TEACHING: PROFESSIONAL LEARNING

PMM talked through slides about professional learning, discussing how scaffolding for pupils can also be applied to structuring support for teaching staff, linking this to mentoring and coaching.

#### Key questions:

- What models of mathematics training do teachers and support staff receive?
- How and why might this differ?
- What does this look like?
- Sharing good practice – in what ways?
- Individual or year group support with planning/teaching/assessment/ book looks
- Staff briefings, e.g. expectations of independent recording, mental strategies, presentation, reasoning, resource use
- Staff training/INSET, e.g. calculations, subject specific areas, progression, reasoning, pedagogy
- How do you ensure maths support or training has an impact?
- Gap Tasks
- Follow-up check-ins
- Follow-up monitoring
- What else?

#### Feedback from Maths Leaders:

- Informal questions to Maths Leader provide support
- INSETs on focus areas
- Staff briefing reminders of good practice
- TA support through demo lesson and, team teaching
- Sharing videos of Maths Leader teaching a small group
- Teacher support programme, e.g. identification of needs, joint planning, team-teaching, lesson observation and feedback/reflection

#### Other points discussed by Maths Leaders:

- ECT mentor role is time-consuming

## MINUTES FROM MEETING

### A.O.B.

PMM reminded:

- Use resources/puzzles from Maths Week England 15<sup>th</sup> - 23<sup>rd</sup> November 2025 <https://mathsweekengland.co.uk/>
- Register for NSPCC Number Day Friday 6<sup>th</sup> February 2026 [www.nspcc.org.uk/support-us/charity-fundraising/schools-fundraising-ideas/](http://www.nspcc.org.uk/support-us/charity-fundraising/schools-fundraising-ideas/)

### FEEDBACK AND EVALUATION

#### Key aspects to feed back or act on in school were given as:

- Speak to staff about some of the Ofsted quotes in upcoming INSET
- Problem-solving from NRICH and Maths Week England 2025; goal-free problems
- NRICH maths tasks, e.g. Maths Week & NRICH calendar
- Recall of prior knowledge
- Division facts
- Consider how to revisit number facts
- Look into use of 'timetables passport'
- Use of starters, puzzles
- Starting the lesson with an open question
- MTC practice/Times Table Rockstars
- Consider opportunities for LSA training
- Looking at interventions and TAs' approaches when supporting pupils
- Inclusive practice – what interventions are happening and their impact (x3)
- Adaptive teaching
- The Scaffolding Framework
- Supporting children towards independence
- White Rose assessment

#### Other support needed in your role as Maths Leader:

- Assessing, recognising and stretching to Greater Depth
- Review of Calculation Policy
- Supporting children below year group expectations (x 2)
- Ensuring there is a consistent, adaptive approach
- Time to work with year groups, new teachers to school and ECTs

#### Possible areas for future sessions were given as:

- Assessment
- Assessment - resources
- Effective questioning techniques to develop understanding/mathematical thinking
- Use of manipulatives for all

### DATES OF MEETINGS FOR THE REST OF THE CALENDAR YEAR

Tues. 3<sup>rd</sup> February 2026

Time: 1.30 – 3.30pm

Wed. 24<sup>th</sup> June 2026

Venue: Glade Primary school

Meeting ended at 3.30pm