

THE ESSENTIALMATHS PACKAGE

Make the most effective use of the [ESSENTIALMATHS](#) suite of materials in your single or mixed-age classrooms from Reception to Year 6.

Enable teachers to plan efficiently and effectively to meet the needs of their class.

Provide purposeful rehearsal and deepening opportunities for children.

Develop use of diagnostic assessment to accurately inform upcoming teaching to enable all children to feel successful in maths.



Visit 1: Establishing intent (alongside maths subject lead)

- Consider current curriculum design and explore the ESSENTIALmaths spiral progression from Reception to Year 6
- Explore the suite of materials, including planning, Rehearsal and Reasoning sheets, homework sheets and diagnostic assessments in relation to your school development plan
- Pupil voice discovery session
- Explore the staff meeting template and plan the session



Visit 2: Developing implementation (all teachers)

- Professional development staff meeting, focusing on how to make effective use of diagnostic assessments to inform planning, including:
 - careful multiple-choice question design
 - use of the digital markbook to identify strengths and gaps
 - identification of common errors using the planning guide
 - tracking back and key teaching points to close gaps and inform upcoming teaching



Visit 3: Developing implementation (alongside teachers)

- Review implementation so far
- Individual planning workshops with teachers or year group teams to personalise provision to classes



Visit 4: Evaluating impact (alongside maths subject lead)

- Monitoring activities which could include:
 - a learning walk to explore teaching and learning in classrooms
 - a review of pupils' recorded learning
 - pupil voice evaluation sessions
- Review of teaching and learning and identification of next steps

'Teaching quality has improved across all year groups. Enhanced use of CPA has boosted pupil engagement and discussions around mathematical learning'
Elsbeth Rowe, Headteacher, The Grove Primary School, Cambridge

