



## **Maths Curriculum Intent Statement**

### **Intent**

'Let your light shine' Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. 'I will shine. We will shine as, together, we grow in wisdom, learning from the teachings of Jesus, to serve our community.' Our Maths curriculum has been designed to allow children to let their light shine as mathematicians.

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Stretton, we encourage children to work as mathematicians. In this role, they:

- Strive to become 'deep thinkers.'
- Make connections between the different areas of mathematical learning;
- Become fluent in arithmetical procedures;
- Apply mathematical knowledge to solve increasingly complex problems;
- Recall facts quickly and apply them to differing contexts.

The Programmes of Study are, by necessity, organised into apparently distinct domains. Even though this is the case, we seek every opportunity to encourage children to develop all round mathematical competence.

To ensure consistency, progression and coherent sequencing, Stretton uses the 'small steps' approach, where every step of a lesson is deliberate and purposeful. Each lesson is designed so that learning focuses on connecting new mathematical ideas that have already been understood.

Through constant revisiting and application of key facts learnt throughout all the strands of Maths, the children will leave Stretton fully prepared for the next stage in their learning.

### **Implementation**

#### **How we will teach Maths:**

##### **EYFS:**

In EYFS, we follow the White Rose scheme of work. Children in Reception develop important

mathematical concepts through a range of guided adult led sessions, carefully planned play and exploratory opportunities which support the development of early understanding of early mathematical concepts including problem solving and being able to reason.

All children are given opportunity to succeed and are supported appropriately to ensure they develop appropriate mathematical concepts.

Use of precise mathematical language is central to all learning. Talk forms a large part of learning sessions and sessions are planned to develop purposeful talk. Key vocabulary is shared in every lesson and we expect pupils to use the vocabulary throughout their learning time. Adults model the use of mathematical language and expect pupils to answer questions in full sentences using precise mathematical vocabulary.

Children are taught concepts in Maths through a Concrete – pictorial – abstract approach where connections are made explicit. Pupils are actively encouraged to use informal jottings and drawing to represent the Maths they are working on. The C-P-A approach is present in teaching of concepts.

Pupils’ application of mathematical knowledge is developed through problem solving in taught sessions, adult directed tasks and child directed activities, all of which are valued equally.

Pupils learning is evidenced in Maths books for set Maths tasks and then floor books capture taught skills for the whole class.

## EYFS Curriculum Map

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> </ul>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Compare numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</li> </ul>	<ul style="list-style-type: none"> <li>Uses number names and symbols when comparing numbers, showing interest in large numbers</li> <li>Estimates of numbers of things, showing understanding of relative size</li> </ul>
Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 1, Autumn 5 Spring 1, Spring 3, Spring 4, Spring 5 Summer 1, Summer 6	Autumn 2, Autumn 5	Spring 1, Spring 3, Spring 5 Summer 1, Summer 4

# Counting

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1, 2, 3, 4, 5.</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond ten.</li> </ul>	<ul style="list-style-type: none"> <li>May enjoy counting verbally as far as they can go</li> <li>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</li> <li>Uses some number names and number language within play, and may show fascination with large numbers</li> <li>Begin to recognise numerals 0 to 10</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</li> <li>Increasingly confident at putting numerals in order 0 to 10 (ordinality)</li> </ul>
Autumn 3, Autumn 5 Spring 3, Spring 5 Summer 1	Summer 1, Summer 6	Autumn 3, Autumn 5 Spring 1, Spring 5 Summer 1	Spring 5 Summer 1

# Cardinality

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Subitise</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> </ul>	<ul style="list-style-type: none"> <li>Subitises one, two and three objects (without counting)</li> <li>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</li> <li>Links numerals with amounts up to 5 and maybe beyond</li> <li>Explores using a range of their own marks and signs to which they ascribe mathematical meanings</li> </ul>	<ul style="list-style-type: none"> <li>Engages in subitising numbers to four and maybe five</li> <li>Counts out up to 10 objects from a larger group</li> <li>Matches the numeral with a group of items to show how many there are (up to 10)</li> </ul>
Autumn 3, Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 6	Autumn 3, Autumn 5 Spring 1 Summer 2	Autumn 5 Spring 1, Spring 3, Spring 5 Summer 4

# Composition

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0-5 and some to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</li> <li>Beginning to use understanding of number to solve practical problems in play and meaningful activities</li> <li>Beginning to recognise that each counting number is one more than the one before</li> <li>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> </ul>	<ul style="list-style-type: none"> <li>Shows awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects</li> <li>Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three</li> <li>In practical activities, adds one and subtracts one with numbers to 10</li> <li>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"</li> </ul>
Autumn 5 Spring 1	Autumn 3, Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6	Autumn 3, Autumn 5 Spring 1	Autumn 5 Spring 1, Spring 3, Spring 5 Summer 2, Summer 4, Summer 6

# Spatial awareness

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than',</li> <li>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to and uses language of position and direction</li> <li>Predicts, moves and rotates objects to fit the space or create the shape they would like</li> </ul>	<ul style="list-style-type: none"> <li>Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</li> <li>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</li> <li>May enjoy making simple maps of familiar and imaginative environments, with landmarks</li> </ul>
Autumn 2, Autumn 4 Spring 3 Summer 5	Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3	Spring 6 Summer 3, Summer 5

# Shape

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prisms for a roof, etc.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses items based on their shape which are appropriate for the child's purpose</li> <li>Responds to both informal language and common shape names</li> <li>Shows awareness of shape similarities and differences between objects</li> <li>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</li> <li>Attempts to create arches and enclosures when building, using trial and improvement to select blocks</li> </ul>	<ul style="list-style-type: none"> <li>Uses informal language and analogies, (e.g. <i>heart-shaped</i> and <i>hand-shaped leaves</i>), as well as mathematical terms to describe shapes .</li> <li>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes</li> <li>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</li> </ul>
Autumn 4, Autumn 6 Spring 6	Autumn 6 Spring 6 Summer 3	Autumn 6 Spring 6 Summer 3	Autumn 4 Spring 6 Summer 3, Summer 5

# Pattern

Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Creates their own spatial patterns showing some organisation or regularity</li> <li>Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</li> <li>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</li> </ul>	<ul style="list-style-type: none"> <li>Spots patterns in the environment, beginning to identify the pattern "rule"</li> <li>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat</li> </ul>
Autumn 2 Spring 6	Autumn 2 Spring 6 Summer 5	Autumn 2	Autumn 1 Spring 6 Summer 5

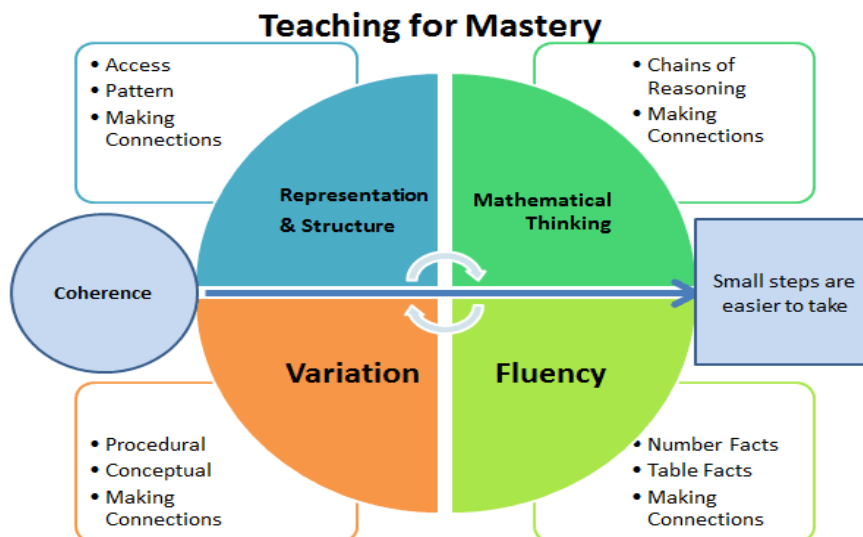
Development matters		Birth to 5 matters	
3 and 4 year olds	Reception	Range 5	Range 6
<ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>	<ul style="list-style-type: none"> <li>• Compare length, weight and capacity.</li> </ul>	<ul style="list-style-type: none"> <li>• In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</li> <li>• Recalls a sequence of events in everyday life and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy</li> <li>• Becomes familiar with measuring tools in everyday experiences and play</li> <li>• Is increasingly able to order and sequence events using everyday language related to time</li> <li>• Beginning to experience measuring time with timers and calendars</li> </ul>
Autumn 2 Spring 2, Spring 4 Summer 5	Spring 2, Spring 4 Summer 6	Autumn 2, Autumn 6 Spring 4	Autumn 6 Spring 2, Spring 4 Summer 6

## Key Stage 1 and 2:

Stretton uses a **Teaching for Mastery** approach to support mathematical learning. Mastery in Mathematics is:

- Representing concepts in multiple ways;
- Communicating solutions using mathematical language;
- Independently applying learnt concepts to new problems.

Teaching for Mastery at Stretton is based on 5 principles:



- Representation and Structure: children are exposed to Concrete, Pictorial and Abstract

representations. All classes have a range of concrete manipulatives for children to explore with. Through instruction and guided practice, children use concrete materials to demonstrate learning pictorially and then in abstract form. This sequence gives children the opportunity to access the concept being taught so they understand why mathematical algorithms and procedures work.

- **Mathematical Thinking:** Taught ideas are not just received passively but are worked on to develop deep understanding. Our 'I, We, You' model ensures that pupils have direct teaching, plenty of opportunity to practice and embed skills (individually and with a partner) before becoming fluent and applying skills independently and reliably. Children will be given opportunities to structure their responses to the class, where connections and conjectures are made.
- **Fluency:** Children are given a range of opportunities to quickly and efficiently recall facts and procedures to then be able to use them in different contexts in Mathematics. All children in Years 1-6 complete a daily fluency task (such as Flashback 4), which include a set of arithmetical questions, interleaving current and previous learning. Attention is given to 'Arithmetic Fundamentals' in each year group – the core arithmetic content which should be secured in order to apply these calculation methods to reasoning problems. Teaching staff are expected to initially devote time to direct teaching of these methods before building in fluency, application, problem-solving and unpicking errors.
- **Variation:** Varying the way a concept is presented and varying practice questions so that mechanical repetition is avoided. Generally speaking, if a pupil can repeat a written (or mental) calculation 6-8 times accurately, we would consider this method to be secure. At Stretton, orientations of pictorial representations will be varied, missing number problems will feature in teaching and learning, as will problems with redundant information. Opportunities must also be given for pupils to select and use the most appropriate operation (and then method) for different questions.
- **Coherence:** Learning is broken down into small steps. There is a focus on one key point during each lesson, which allows for deep and sustainable learning. The sequencing of these steps is organised so that certain concepts are planned as important pre-cursors to later ideas. We would consider these to be 'mathematical building blocks'.

### **What you will see in a Maths lesson:**

- Maths lessons are organised so that children are generally working in mixed attainment pairs.
- Resources, including concrete and pictorial representations are used selectively to enhance understanding and bridge gaps to prior understanding.
- Lessons will predominantly follow the structure below:

#### **Retrieval**

Pupils complete a short selection of questions (4-6) to consolidate prior concepts/methods/learning  
– brief feedback is given by the teacher directly, and used to inform ongoing formative assessment.

### **Direct Teaching – ‘I’**

The teacher introduces the main concepts to be covered this session. This will be predominantly direct teaching (the ‘I stage’) although some links to prior learning will be made during ‘thinking/sharing time’ (the ‘We stage’).

### **Guided Practice – ‘We’**

Tasks are scaffolded and modelled by the teacher, providing pupils with the opportunity to use the skills taught that session, and to build fluency. There will be more opportunities for paired discussion/reasoning during this phase, including strategies such as rally coaching.

### **Independent Practice – ‘You’**

During this phase, all pupils should be completing an independent task to ensure procedural and conceptual fluency – some will need greater scaffolding (for example, reduced layers of information in word problems) in this phase.

### **Review**

Not necessary in absolutely all lessons but time to consolidate, evaluate and unpick concepts studied. E.g. ‘Give a partner two tips for solving problems relating to measures of length.’ Formative feedback given to inform next steps.

- Maths learning should very rarely be differentiated by task. All children should broadly be working with the same learning focus but with different levels of scaffolding. Children who grasp concepts rapidly are further challenged through greater depth challenges before any acceleration through new content is considered.
- Those who are not yet fluent are given time to consolidate their understanding through the support of additional scaffolds, additional practice and further guided practice before moving on. Pre-teaching is also a tool used at the start of lessons to prepare children for upcoming learning.
- Key questions are used throughout the lessons to elicit reasoning and encourage deeper understanding. Precise questioning is used so that teachers are able to identify those needing intervention so that all children can keep up.
- Teachers make effective use of interactive whiteboards and flipcharts to model concepts to children using high quality, carefully designed examples. Explicit teacher modelling of strategies and procedures through worked examples, with the teacher articulating their thought process, forms an essential scaffold for pupil learning.
- Children are provided with carefully chosen concrete or pictorial representations to support the development of conceptual and procedural fluency, with the aim of moving towards working in the abstract.
- Children hear the modelling of correct mathematical vocabulary, and these will be visible on working walls, which serve as a knowledge organiser for the concepts taught over the course of the year.

- Steps to success can be used in each lesson so that children have visual prompts when carrying out new learning of mathematical concepts.
- Arithmetical fluency has a dedicated time; at the start of each Maths lesson. Flashback 4 or similar retrieval activities are implemented in each class as a means to store calculation procedures into the long-term memory. Each class from Years 1-6 have access to Times Table Rockstars so that table facts can be practised regularly, and these are tested as part of the whole school Times Table Challenge.

## **Children with SEND**

Children with SEND will be supported to succeed in Maths through being given opportunities for pre-teaching and the use of concrete resources for an extended period of time. They may be offered bespoke provision initially supported by a TA but this will not replace QFT and quality discourse in the classroom. Teachers are encouraged to be adaptive in their approach, removing barriers which may be preventing pupils from accessing the whole-class learning focus.

Children with Social, Emotional and Behavioural difficulties are given a bespoke package to motivate and support learning opportunities and success. This may include behaviour charts and reward systems, a visual success criteria and home school communication books. Children with physical and sensory needs may be provided with movement breaks or a sensory diet, a concentration station or ear defenders. Pre-teaching may be used to reduce anxiety and to set out expectations and strategies for the session. Where children have communication and interaction difficulties, they may be supported through now and next communication, visual timetables, key vocabulary displays, supportive partner work or by TA support. Children with delayed cognition may require pre-teaching, additional processing time, support from a TA and bespoke lesson planning.

## **Curriculum Maps**

Knowledge of number and place value underpins all other mathematical learning, so the importance of providing pupils with a secure understanding of this topic cannot be understated. Curriculum maps (for each year group) will show Number and Place Value as the starting points for their mathematical journey that year.

## **Calculation Policy**

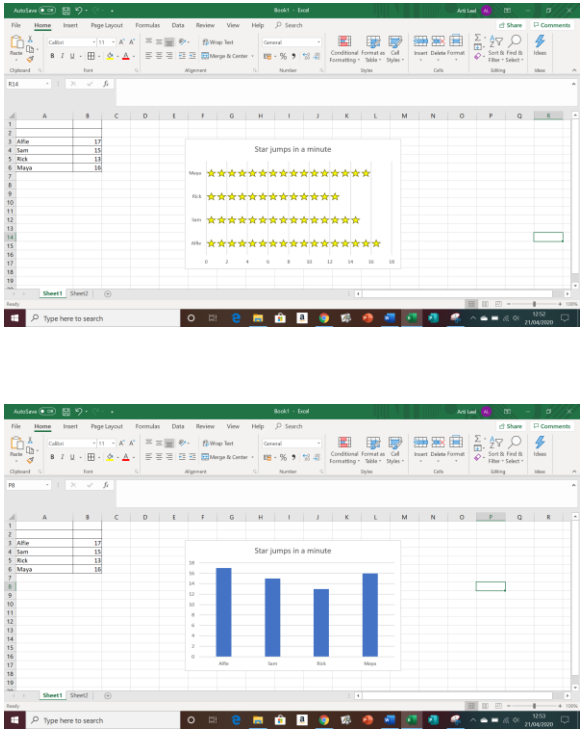
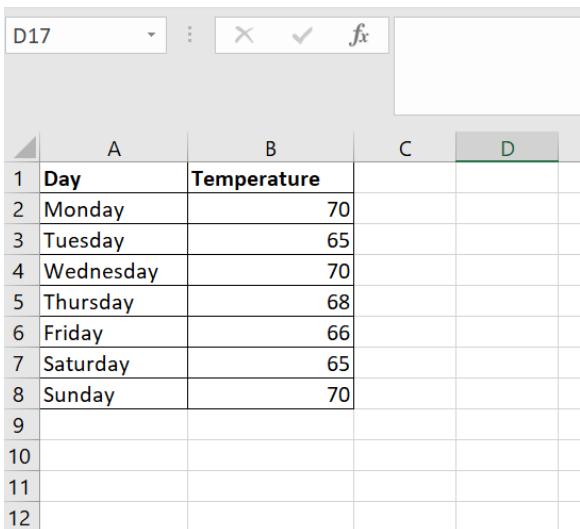
At Stretton, a Routeway for Calculations has been devised and is used by all teachers to follow a sequenced and coherent pathway. By agreeing on the use of strategies and mathematical language the children will be taught in a consistent way in all classes, developing their understanding as they progress through school.

## **Cross-curricular**

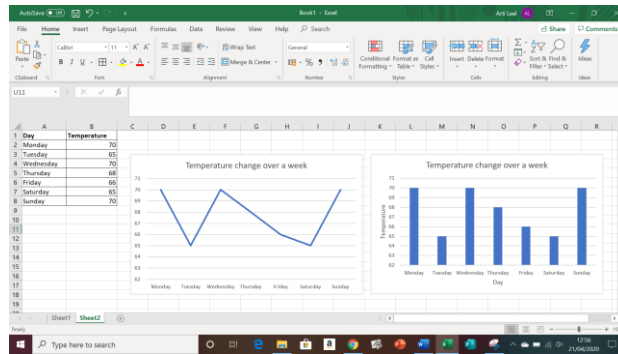
Wherever possible, the Stretton Maths Curriculum is enhanced by interleaving content through other subjects, particularly in Science (linking Measures and Statistics) and Computing. This is particularly evident with the Statistics strand where the children will be able to understand Excel as a tool to present and manipulate data using a variety of representations.

## **Enrichment**

Enrichment opportunities are an important part of the Stretton Maths Curriculum which aim to enhance the knowledge and skills within the curriculum. The enrichment opportunities provide pupils with time to deepen their learning, as well as opportunities for new experiences.

Year	National Curriculum: Statistics	Information Technology Example																																																																	
3	<p>Interpret and present data using bar charts, pictograms and tables</p> <ul style="list-style-type: none"> <li>• Present information</li> </ul>	<p>Create charts from pre-given data</p> 																																																																	
4	<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Present data</li> </ul>	<p>Use Excel to enter data and create graphs</p> <p>Collect and enter data:</p>  <table border="1" data-bbox="625 1375 1201 1900"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Day</td> <td>Temperature</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Monday</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Tuesday</td> <td>65</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>Wednesday</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td>Thursday</td> <td>68</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>Friday</td> <td>66</td> <td></td> <td></td> </tr> <tr> <td>7</td> <td>Saturday</td> <td>65</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>Sunday</td> <td>70</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>12</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		A	B	C	D	1	Day	Temperature			2	Monday	70			3	Tuesday	65			4	Wednesday	70			5	Thursday	68			6	Friday	66			7	Saturday	65			8	Sunday	70			9					10					11					12				
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### Present data:

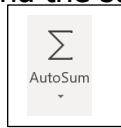


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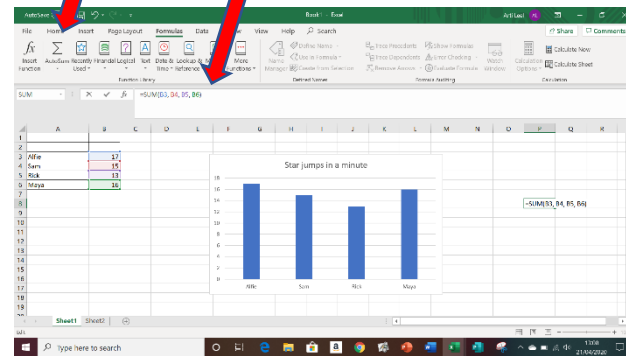
Complete, read and interpret information in tables, including timetables; Solve comparison, sum and difference problems using information presented in a line graph

- Analyse data
- Evaluate data

### Find the sum:

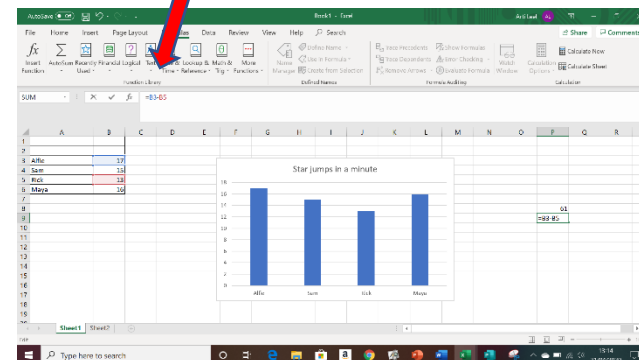


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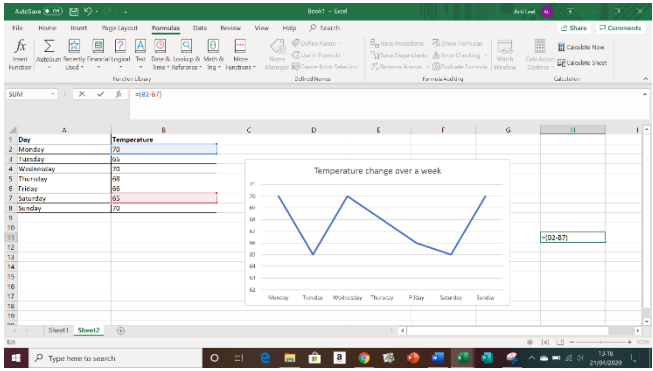
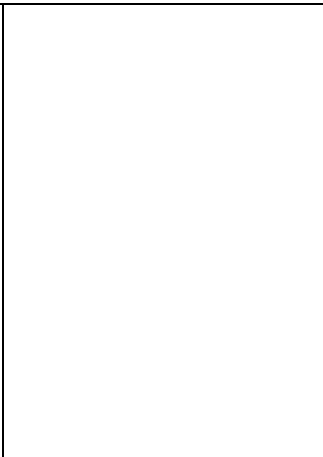


### Find the difference:

$$= (\text{cell 1}) - (\text{cell 2})$$



Difference between highest and lowest values:

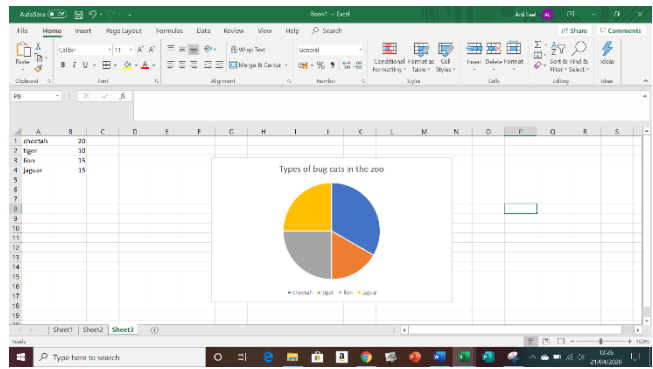


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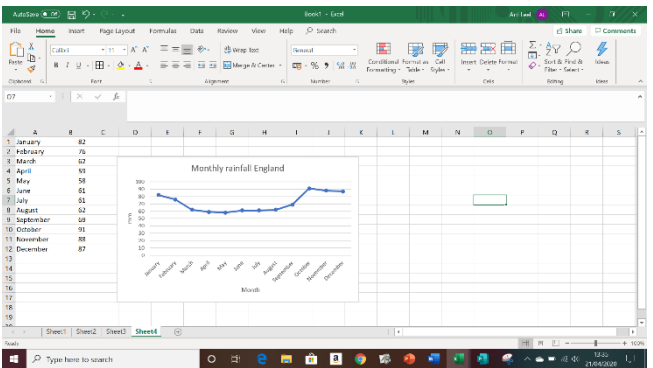
Interpret and construct pie charts and line graphs and use these to solve problems;  
Calculate and interpret the mean as an average

- Analyse data
- Evaluate data
- Combine a variety of software to accomplish given goals

Construct pie charts:

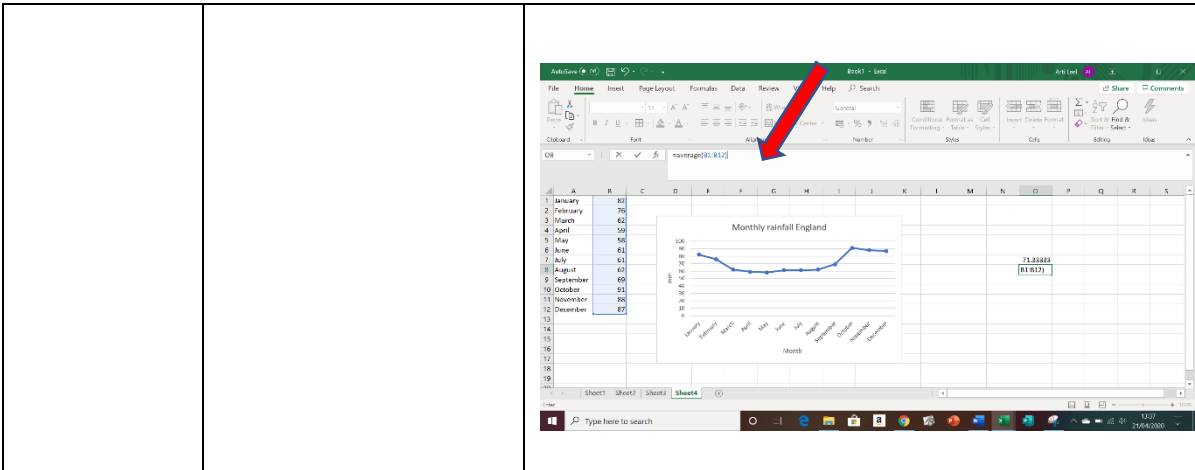


Analyse and evaluate data:



Calculate average

= average(cells)



Other enrichment opportunities include Maths Quizzes, Times Table Rockstars, NumBots, World Maths Day, Weekly start points for TTRS participants/improvers/attainers from each class.

### **How we monitor the provision and impact in the Curriculum at Stretton**

Monitoring at Stretton is an approach which is carried out with staff and using a collaborative and developmental approach.

Learning walks involve a discussion where staff have an opportunity to share their outcomes, scaffolding and assessment procedures. Learning walks/pop ins - The teaching and learning is explored through the lens of our 'I, We, You' model of delivery, looking at the impact on progress. There is also a focus on the modelling of concrete, pictorial and abstract concepts throughout the lesson.

Leaders, teachers and children work collaboratively to carry out pupil voice and book scrutiny. 'Arithmetic check-ins' are also carried out with children so that we can identify whether pupils are securing methods taught in class. This ensures that the evidence is triangulated and informs next steps for specific year groups.

Progress towards Attainment Discussions – these focus on children who are not making expected progress and books are scrutinized to highlight gaps in provision and learning.

### **How we assess progress and attainment in Maths:**

- Assessment for learning takes place daily during the Maths lesson; pupils requiring scaffolding in order to meet learning intentions are identified through AfL and then supported through high quality questioning, modelling and further guided examples as appropriate (extended 'I' and 'We' phases). In addition to this, faster graspers are encouraged to demonstrate different ways of solving a problem.
- At the end of every term, a White Rose Assessment is carried out, with both an Arithmetic and Reasoning paper.
- Information from tests is collated and RAG rated for teachers to identify any gaps in learning, and then address the required next steps to narrow and close these gaps.