

Action Plan for Maths 2017 - 2020

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	<b>Action Needed</b>	<b>Monitoring &amp; Team Responsible</b>	<b>Training and Budget</b>	<b>Success Criteria &amp; time scale</b>	<b>Annual Review comments</b>
Review Maths Policy	<ul style="list-style-type: none"> <li>Review and revise Maths Policy</li> </ul>	Maths Leader LT / BN	Release time	Autumn 2017 new policy agreed with BN and LT	
Monitor the implementation of the new Primary Curriculum for Maths	<ul style="list-style-type: none"> <li>Continue to monitor the use of the new assessment tracking sheets (<del>replacing APP grids</del>), in particular how to use these to inform planning and teaching.</li> <li>Monitor the TA levels reported on Maths PAMs with the assessment tracking records.</li> <li>Implement the NFER summative assessments across all year groups except EY and Yr 1 who will continue to use existing assessment resources</li> <li>Monitor the completion of new yearly planning grids showing precisely when Busy Ants Units are taught (to ensure full coverage of the curriculum)</li> <li>Monitor resources to assist in delivering the new curriculum</li> </ul>	Maths Leader with support from Assessment Leader	<p>Maths Leader release time to observe lessons, talk to teachers, team teach, monitor planning, Child conferencing – attitudes to Maths</p> <p>Assessment Leader to moderate the PAMs and TA</p> <p>Maths Leader to review all Maths Coverage Long Term Plans</p> <p>Talking to staff</p> <p>Staff questionnaires</p>	<p>Termly review of PAMs and assessment tracking grids to ensure consistency across year groups</p> <p>September 2017 all year groups will have mapped Busy Ants units to their long term Maths overview</p>	
Evaluate termly progress in Maths across the age range	<ul style="list-style-type: none"> <li>Review Maths progress by year group each term using the Pupil Progress Meeting data – Investigate any significant increase in number of children moving into ‘Red Zone’ / slow movers. Liaison with Assessment Leader</li> </ul>	Maths Leader / Senior Leadership (Maths sets flexibility)/ Staff	Support from Assessment Leader on effective and efficient ways to monitor data in the absence of ‘levels’ and/or ‘points’.	Chn to be identified and supported to ensure that they make at least 2 points progress from September 2017 to Summer	

	<ul style="list-style-type: none"> <li>Review impact of reduction to two sets in both Years 3 and 4.</li> <li>Review Maths planning</li> </ul>		<p>SL release time Maths Leaders/Assessment Leader for termly review of PAMs, TA and data from NFER tests to monitor the impact of 2 sets.</p> <p>Close monitoring of the allocation of TAs across the two sets – discussion with teachers.</p> <p>Termly liaison with Staff to discuss the support being given to any 'red zone' children.</p>	2018.	
Evaluate KS1 and KS2 SATs, together with termly assessments within year groups (Yr 1 – Yr6)	<ul style="list-style-type: none"> <li>Review RAISE data and identify areas of improvement / strengths.</li> <li>Compare this with existing termly data from NFER assessments and identify any correlations between aspects of maths.</li> <li>Compare data across the MAT, identifying any areas of concern or strengths</li> <li>Provide support, resources and where appropriate, training to ensure identified area of development is delivered successfully</li> </ul>	Assessment Leader / Maths Leaders	<p>Support from Assessment Leader on effective and efficient ways to monitor data in the absence of 'levels' and/or 'points'.</p> <p>Maths Leader / Assessment Leader to review data</p> <p>Possible staff Meeting to promote the teaching / delivery of a particular aspect of maths</p>	<p>Chn show continued improvement in the termly NFER assessments, especially in the identified target area of reasoning and problem solving}</p> <p>Autumn term review of KS1 / KS2 SATs – allowing ML to implement any necessary changes</p>	

Monitor how Teachers are planning to enable children to show 'Mastery' of topics. This must be within the existing year group curriculum	<ul style="list-style-type: none"> <li>Review planning to see extension through interesting and exciting opportunities to use and apply knowledge in a variety of contexts. Staff encouraged to use NCETM to identify tasks to allow children to show 'deeper understanding' {new terminology for 'mastery' which is now deemed to be the required status}</li> </ul>	Maths Leader	<p>Possible staff meeting time to share exemplars of using and applying across different year groups</p> <p>Possible staff meeting time to moderate how people judge 'mastery'.</p>	<p>Planning incorporates range of resources. Investigations and problem solving as well as the opportunity for children to show 'mastery' clearly identified in planning.</p> <p>Completed tracking grids will show children moving to 'Mastery'.</p>	
To continue to develop children's awareness of the next steps in their learning	<ul style="list-style-type: none"> <li>Staff to review current practice to ensure meaningful feedback and marking</li> </ul>	Maths Leader	Termly book looks	Evidence of feedback and children responding to feedback seen in maths books	
To embed Numicon as an essential classroom resource across EYFS, KS1 and KS2	<ul style="list-style-type: none"> <li>To monitor the use of Numicon across all year groups</li> </ul>	Maths Leader	Teaching cover for drop ins and review of plans to see Numicon identified as a resource in lessons	Numicon used regularly to support and enhance learning as evidenced in short term planning	
To encourage teachers to be more creative with delivering using and applying opportunities	<ul style="list-style-type: none"> <li>Continue to develop the teaching of investigations through INSET</li> <li>Encourage sharing of resources found, eg online websites and apparatus</li> <li>Sharing ideas</li> <li>Promote talk for maths and discussions during maths lessons</li> <li>Every year group to plan and participate in an outdoor investigation once a term (on specified topic areas) and used on website</li> <li>Low threshold – High ceiling activities planned</li> </ul>	Maths Leader All staff  Nikki Rapley	<p>Staff meeting to promote teaching of investigations and to highlight specific websites / resources available to Staff</p> <p>NR to post pictures on website / rolling screen</p>	<p>Planning incorporates range of resources and opportunities for talking and reasoning. Investigations and problem solving identified in planning and evidenced in children's books.</p>	

	into lessons weekly			See exciting activities in action in lesson observations and drop ins. Photographic evidence provided on a termly basis for display book	
			Staff meeting to explain and identify resources/to promote low threshold high ceiling activities.	Staff meeting time allocated (Autumn term – 1 November 2017)	
To promote links to citizenship and British Values	<ul style="list-style-type: none"> <li>Encourage cross-curricular links to topic</li> <li>Identify potential fund raising activities which will support maths in real life scenarios and link to topic</li> </ul>	<p>Maths leader</p> <p>Yr6 teachers</p> <p>All staff</p> <p>School Council Charities team</p> <p>Maths Leader, PHSCE leader and Lloyds Bank</p>	<p>Yr 6 Apprenticeship Autumn term</p> <p>Staff meeting (KS) to raise awareness of potential links and fund raising activities – must be discussed with SC Charities team</p> <p>Consider using NatWest 'Money Sense'</p>	<p>Termly activities identified and evidenced in planning, photographic evidence and recognition from charities</p> <p>Possibly 2018 – 19 year or Summer 2 2018 (STEAM and Growth Mind Set dominating earlier in the year)</p>	
To consider the development of a new maths leader group within MAT	<ul style="list-style-type: none"> <li>Liaise with SLT to discuss the potential of a Maths Leader termly meeting to exchange best practice and moderation within MAT</li> <li>Annual review of benefits of the MAT</li> </ul>	<p>Maths Leader</p> <p>SLT within MAT</p>	<p>Release time for Maths Leaders termly</p> <p>Release time for Maths Leader to</p>	<p>Shared ideas shown in lessons.</p> <p>New initiatives identified.</p>	

			analyse and review plans, lessons and data.	Moderation of levels across MAT	
To continue to work collaboratively with ELP schools to moderate, and develop and share best practice.	<ul style="list-style-type: none"> <li>Meetings with ELP coordinators</li> <li>Raleigh School led initiative</li> </ul>	Maths Leader	Release time for teachers (paid for by ELP? Tbc)	Shared ideas shown in practise	
To develop the delivery of mental maths skills and strategies to support maths across the curriculum	<ul style="list-style-type: none"> <li>Continued promotion of the School's Times Table Challenge, rewarding children with certificates and house points</li> <li>consider using time before registration (at least once a week) to allow children to rehearse times tables, number bonds and calculation strategies independently and review resources needed.</li> </ul> <p>LKS2 and UKS2 quizzes to encourage and support children in their independent learning and application of mental maths.</p>	<p>Maths Leader</p> <p>All Staff</p> <p>Year 5 and 6 children (times table monitors)</p> <p>Maths Leader / Senior Leadership</p> <p>Assistant Maths Leader</p>	<p>Possible short time to staff meeting to promote the system and a launch / explanation during assembly</p> <p>Staff to review existing practice and resources and feed back to Maths Leader during Staff Meeting; Maths Leader to rationalise resources and assist where necessary to ensure consistency in approach to independent learning</p> <p>AML given subject release time to prepare and mark Spring and Summer quizzes held</p>	<p>Mental maths scores improving.</p> <p>Children will have received times tables certificates</p> <p>By Summer 2017 mental maths scores will be seen to have improved, in particular in BMBT timed exercises.</p> <p>Quizzes to be arranged internally in Spring and Summer and UKS2 chn to be encouraged to practice and take part in external,</p>	

				inter-school quizzes	
ELP mini-beast sculpture project	Subject leaders (including Maths) to work together to plan for this ELP wide STEAM event	ND and STEAM team	<p>Timetable outlined and each school is responsible for their own 'mini beast'.</p> <p>Staff to adapt existing plans in their own time or PPA – no additional budget available for release time.</p>	<p>ELP school subject leaders work together to see project through to completion.</p> <p>Summer 2018</p> <p>Individual school minibeast sculpture parks</p>	