

Action Plan for Maths 2016 - 2019

Subject Leader(s) : Angela Hamilton

Subject Governor: Beverley Nash

	<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 review</b>
Monitor the implementation of the new Primary Curriculum for Maths	<ul style="list-style-type: none"> <li>• Monitor the use of the new assessment tracking sheets (replacing APP grids), 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>• Research suitable replacement summative tests based on new Primary Curriculum for Maths.</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 research published summative tests.</p> <p>Maths Leader release time to observe lessons, talk to teachers, team teach, monitor planning, Child conferencing – attitudes to Maths</p> <p>Talking to staff</p> <p>Staff questionnaires</p>	<p>Evidence in books (from book looks) and planning that the new NC is being used.</p> <p>Termly review of PAMs and assessment tracking grids to ensure consistency across year groups</p>	<p>INSET day (29<sup>th</sup> January 2016) provided staff training in awareness of 'teaching for mastery' under new NC with a view to consistency of TA.</p> <p>Review of plans show evidence of tracking with Busy Ants scheme of work (new NC)</p> <p>Moderation of PAMs and assessment tracking grids within year groups carried out by Maths Leader.</p> <p>Use of MTS Online assessments replaced by White Rose (Trinity) Maths Hub free resources.</p>

					Assessment Leader and Maths Leader have highlighted inconsistencies between year groups – further moderation undertaken at staff meetings in Jan and training provided by Maths Leader on how to ensure accurate moderation (including stating the level of expectation) in April 2017. Ongoing moderation required.
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> <li>Review effectiveness of changes in maths sets in Y6 (additional maths set).</li> <li>Consider the introduction of flexibility with setting and TA reallocation between sets.</li> <li>Review Maths planning</li> </ul>	Maths Leader / Senior Leadership (Maths sets flexibility)/ Staff	<p>Support from Assessment Leader on effective and efficient ways to monitor data in the absence of ‘levels’ and/or ‘points’.</p> <p>Termly liaison with Staff to discuss the support being given to any ‘red zone’ children.</p>	<p>Based on SATs data July 2016 and subsequent years.</p> <p>At end of Summer 2016 CTs to review and discuss with Maths Leader cohort set allocation and TA deployment for subsequent year.</p>	<p>KS1 SATs show slight improvement in chn ‘meeting’ expected standard (93.3% in 2016 v 91.7% in 2015) but less working at ‘Exceeding’ (43.3% in 2016 v 51.7% in 2015)</p> <p>KS2 SATs still exceed Surrey and National Average in both ‘meeting’ and ‘exceeding’ based on Assessment Leader data – based on expectations of cohort this shows additional maths</p>

					<p>set in Yr 6 was effective..</p> <p>Maths Leader liaises with Assessment Leader and attends relevant termly pupil progress meetings to discuss 'red zone' children – ongoing action</p> <p>Revision to the allocation of children in each ability set - reduce the number in Set 1 to 26 and increase the number in Set 3 to 16 – TA allocation to remain the same.</p>
<p>Monitor how Teachers are planning to enable children to show 'Mastery' of topics. This must be within the existing year group curriculum</p>	<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>	<p>Maths Leader</p>	<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>	<p>INSET day (29<sup>th</sup> January 2016) provided staff training in awareness of 'teaching for mastery' under new NC –moderation and further examples of how to show mastery were provided during a staff meeting in April 2017 .</p> <p>Tracking grids for 2015 – 2016 showed children moving to 'mastery'</p>

					– see comments above about moderation of 'mastery' between year groups
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	Book looks show evidence of chn responding to marking but this is still ongoing
To introduce Numicom as an essential classroom resource across EYFS, KS1 and KS2	<ul style="list-style-type: none"> <li>Introduce Numicom and embed as an essential resource in teaching maths across all year groups</li> </ul>	Maths Leader (Supported by Assessment Leader)	<p>Chosen elements of the Numicom scheme identified by Maths Leader and Asst Leader - to be purchased (financed by PSA)</p> <p>Official training in Numicom to be provided during INSET or alternative non-contact time (financed by PSA).</p>	Numicom introduced in Spring 2 (2016). End of Summer 2016 Numicom used regularly to support and enhance learning as evidenced in short term planning	<p>INSET day (29<sup>th</sup> January 2016) – Maths Leader and KS leaders cascaded Numicon training to Staff.</p> <p>Further training provided on 20<sup>th</sup> April and 26<sup>th</sup> May.</p> <p>BN visited on 2 March 2016, observing Numicon being used in a variety of ways by Reception and Yr 2.</p> <p>Additional resources requested as Numicon becomes more integrated into every day Maths resources</p>
To encourage the use of apparatus in lessons across EYFS, KS1 and KS2	<ul style="list-style-type: none"> <li>Review existing maths apparatus in central and individual teaching areas (i.e. classroom maths specific resources)</li> <li>Development of centralised maths resources</li> </ul>	Maths Leader	<p>Staff meetings</p> <ul style="list-style-type: none"> <li>for inventory of existing apparatus</li> <li>for</li> </ul>	Spring term 2016 – inventory of existing apparatus and identification of proposed new	Inventory and allocation of specific classroom resources with remaining

	<ul style="list-style-type: none"> <li>Encourage sharing ideas of how to maximise the impact of apparatus used in teaching maths</li> </ul>		<p>exchanging ideas and training in use of specific apparatus</p>	<p>apparatus</p> <p>Evidence of how manipulatives are used to enhance differentiation and how often, gained from lesson observations and planning</p>	<p>resources kept in a centralised Maths area.</p> <p>See comments re Numicon above.</p> <p>Review of planning shows increased use of manipulatives and resources, especially supporting differentiation.</p>
<p>To encourage teachers to be more creative with delivering using and applying opportunities</p>	<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)</li> <li>Display book to be produced with written and photographic evidence of outdoor initiatives</li> </ul>	<p>Maths Leader All staff</p>	<p>Staff meeting to promote teaching of investigations and to highlight specific websites / resources available to Staff</p> <p>TA release time to enable display book to be prepared to high standard for visitors to view on arrival to the Raleigh</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. See exciting activities in action in lesson observations and drop ins. Photographic evidence provided on a termly basis for display book</p>	<p>INSET (29<sup>th</sup> Jan) encouraged staff to use NCETM and NRICH websites, together with the Mastery for Maths booklet.</p> <p>Maths Leader fed back from Surrey Maths Hub to SLT (25 April) – Yr 3 now piloting delivery of a linear curriculum (as proposed best practice when teaching for Mastery)</p> <p>Display book showing outdoor teaching of Shape (Years 1 – 5 ) now available to view by visitors. Measure, fractions and</p>

					Statistics still ongoing.
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>All staff</p> <p>School Council Charities team</p>	Staff meeting (KS) to raise awareness of potential links and fund raising activities – must be discussed with SC Charities team	Beginning Summer 2016, termly activities identified and evidenced in planning, photographic evidence and recognition from charities	<p>Not evidenced</p> <p>Proposed 'week or part week' Maths and money week supported by Lloyds Bank – Maths Leader in discussion with Lloyds.</p>
To continue to work collaboratively with ELP schools to develop and share best practice.	<ul style="list-style-type: none"> <li>Meetings with ELP coordinators</li> <li><del>Shared CPD with ELP schools</del></li> <li>Raleigh School led initiative</li> </ul>	Maths Leader	Release time for teachers (paid for by ELP? Tbc)	Shared ideas shown in practise	Ongoing
To develop the delivery of mental maths skills and strategies to support maths across the curriculum	<ul style="list-style-type: none"> <li>re-launch 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>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</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>Mental maths scores improving.</p> <p>Children will have received times tables certificates</p> <p>By Summer 2016 mental maths scores will be seen to have improved, in particular in BMBT timed exercises.</p>	<p>Times Table Challenge successfully re-launched and children received certificates in certificate assembly. Need to address new TT monitors with new Year 6</p> <p>Not yet formalised but discussions ongoing and Years 2 and 3 using this time for Maths at least once a week. BMBT continues to improve mental maths skills as evidenced by CT records</p>

	<ul style="list-style-type: none"><li>LKS2 and UKS2 quizzes to encourage and support children in their independent learning and application of mental maths.</li></ul>	Maths Leader	AML given subject release time to prepare and mark Spring and Summer quizzes held	LKS2 Quiz in Spring 2 (2016); UKS2 quiz Summer 2016	Quizzes successfully held; Raleigh Year 5 and 6 chn also attended an external Maths quiz.
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