

Action Plan for Maths 2017 - 2020

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	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
1. To improve and monitor the teaching of reasoning across all Key Stages.	<ul style="list-style-type: none"> Survey of teachers' confidence and awareness of what reasoning is to highlight areas of weakness. Review of current teaching practice of reasoning through lessons observation and planning. Training and support to be provided to staff to raise awareness and confidence in how to deliver 'reasoning' opportunities in different ways. Regular (3 weekly) monitoring of lesson plans and book look to ensure reasoning delivered and recorded a minimum of once a week. 	<p>AH</p> <p>Team = 1 teacher per year group to be responsible for bringing evidence to AH / ND</p>	Staff Meeting and INSET training (1 ½ hours)	<p>Survey undertaken Spring 1 2018 – to be repeated Summer 2 2018 for comparison purposes.</p> <p>Books and plans will show written evidence of reasoning in a variety</p> <p>KS2 SATs Reasoning result show at least 10% increase</p>	
2. To embed use of apparatus, especially Numicon as essential classroom resources across EYFS, KS1 and KS2 – focussing on reasoning	<ul style="list-style-type: none"> To monitor the use of Numicon across all year groups To monitor the use of apparatus in lessons to support concrete and pictorial understanding of maths concepts. 	AH	Teaching cover for drop ins and review of plans to see apparatus, especially Numicon, identified as a resource in lessons	Numicon and other apparatus used regularly to support and enhance learning as evidenced in short term planning	
3. Monitor the impact of teaching of fractions, ratio and proportion (area of KS2	<ul style="list-style-type: none"> Review of current teaching practice of fractions (in particular multiplication and division of fractions), ratio and proportion through lesson observations and review of 	AH	Staff meeting time to support teachers in how to embed the hierarchy of learning from concrete, pictorial	Early Spring, review results of Autumn NFER tests (excluding Yr 3 and Yr 4 due to linear	

<p>development identified from 2016/2017 ASP data)</p>	<p>planning</p> <ul style="list-style-type: none"> • Monitor the use of apparatus in lessons to support the development of concrete and pictorial understanding of fractions • Monitor the termly results with a particular focus on fractions, ratio and proportion 		<p>and finally abstract to develop a conceptual understanding of fractions across year groups.</p> <p>Teachers reminded to clearly identify, on their plans, where and what apparatus is being used.</p> <p>AH modelling / team teaching fractions, ratio or proportion (SL release time)</p> <p>Review of assessment data every term – info to be submitted to AH by individual year groups</p>	<p>curriculum) shows high percentage of children successfully meeting fraction expectations.</p> <p>Spring term review of weekly lesson plans to ensure apparatus clearly identified.</p> <p>Spring Term – book look shows teachers using mastery to extend and embed children’s conceptual understanding</p>	
<p>4. To develop the delivery of mental maths skills to impact further on reasoning (proving it) and strategies to support maths across the curriculum</p>	<ul style="list-style-type: none"> • Continued promotion of the School’s Times Table Challenge, rewarding children with certificates and house points • monitor the effectiveness of TimesTable RockStars (online times table programme available to Year 2 and KS2) • LKS2 and UKS2 quizzes to encourage and support children in their independent learning and application of mental maths. 	<p>AH</p> <p>All Staff</p> <p>Year 5 and 6 children (times table monitors)</p> <p>AH / Senior Leadership</p>	<p>Possible short time to staff meeting to promote the system and a launch / explanation during assembly</p> <p>Teachers to monitor and review the usage and feed back to AH/ND</p> <p>ND 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 2018 mental maths scores will be seen to have improved, in particular in BMBT timed exercises.</p>	

		AH/ND / all teachers ND		Scores on TTRS increasing from baseline Quizzes to be arranged internally in Spring and Summer and UKS2 chn to be encouraged to practice and take part in external, inter-school quizzes	
5. Monitor how Teachers are planning to increase the level of challenge and opportunities for children to show 'Mastery' of topics. This must be within the existing year group curriculum.	<ul style="list-style-type: none"> 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} Staff to be confident in how to deliver maths through the hierarchy of learning from concrete to pictorial to abstract. 	AH	<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>Staff Meeting time to reflect and share ideas (guided by AH) in how to use apparatus effectively to support concrete and pictorial learning.</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'. Short-term plans will identify stages in the learning hierarchy through use of apparatus.</p>	
6. Through the ELP mini-beast sculpture project, the level of	<ul style="list-style-type: none"> Subject leaders (including Maths) to work together to plan for this ELP wide STEAM event. 	ND and STEAM team	Timetable outlined and each school is responsible for their own 'mini beast'.	Participating ELP school subject leaders work together to see	

challenge enables children to show 'mastery' or deeper mastery within maths.			Staff to adapt existing plans in their own time or PPA – no additional budget available for release time.	project through to completion. Summer 2018 Individual school mini-beast sculpture parks	
7. Evaluate termly progress and KS1 and KS2 SATs, together with termly assessments within year groups (Yr 1 – Yr6)	<ul style="list-style-type: none"> 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 Review impact of reduction to two sets in both Years 3 and 4. Review ASP (RAISEOnline replacement) data and identify areas of improvement / strengths. Compare this with existing termly data from NFER assessments and identify any correlations between aspects of maths. Compare data across the MAT, identifying any areas of concern or strengths Provide support, resources and where appropriate, training to ensure identified area of development is delivered successfully 	Assessment Leader / AHs	<p>Support from Assessment Leader on effective and efficient ways to monitor data in the absence of 'levels' and/or 'points'.</p> <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>AH / Assessment Leader to review data</p> <p>Possible staff Meeting to promote the teaching / delivery of a particular aspect of maths (see below)</p>	<p>Chn to be identified and supported to ensure that they make at least 2 points progress from September 2017 to Summer 2018.</p> <p>Chn show continued improvement in the termly NFER assessments, especially in the identified target area of reasoning and problem solving (but see below)</p>	
Future Projects					
To consider the development of a new maths leader group within MAT	<ul style="list-style-type: none"> Liaise with SLT to discuss the potential of a Maths Leader termly meeting to exchange best practice and moderation within MAT Annual review of benefits of the MAT 	AH SLT within MAT	<p>Release time for Maths Leaders termly</p> <p>Release time for Maths Leader to analyse and review plans, lessons and data.</p>	<p>Shared ideas shown in lessons.</p> <p>New initiatives identified.</p> <p>Moderation of levels across MAT</p>	
	<ul style="list-style-type: none"> 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.				
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