

**Maths**

Priority	Action required	Responsibility (Monitor actions and milestones)	Success criteria and milestones (What will be achieved and by when)	RAG rating/impact
2.4 Teachers provide pupils with more opportunities to develop their reasoning skills in mathematics.	<p>Visit to 2 Mile Ash to look at their approach to assessment and teaching and learning</p> <p>Otrack introduced for staff to set targets, monitor progress and make formative assessments.</p> <p>Half-termly and termly assessments in Cornerstones. (Autumn 2<sup>nd</sup>) Year 1 will begin in Spring 1.</p>	<p>RD/YS</p> <p>RD/CB</p> <p>RD</p>	<p>Aspects of good practice used to write Maths plan. Oct 18</p> <p>Targets set (See appendix 1,2 and 3) Children on track to make at least expected progress and meet targets (Dec 2018, Apr 2019 and June 2019)</p> <p>Teacher assessments supported by standardised testing. (Dec 2018, Apr 2019, June 2019) GAPs identified and planning takes these into account. (Planning checks in Jan and May 2019) (Evidence seen in books Jan and May 2019)</p>	<p>Bringing in Cornerstones as part of assessment. Use of Otrack to assess children's progress. Develop new maths plan to encompass key issues highlighted by Ofsted.(Nov 18) So children's progress can be assessed and tracked more easily and planning is now more consistent throughout school.</p> <p>Staff beginning to use Otrack to assess progress so far. Cornerstones data to be added from Nov papers (Nov 18) so teachers clearer about where pupils are. (See whole class data Dec 2018)</p> <p>Teachers have completed the 1st term assessments and data input (Nov 18) so childrens summative and formative can be informed and any intervention needed.</p> <p>RD to feedback to year groups in last</p>

	<p>Staff training and CPD delivered in terms of new expectations. (Oct 2018<sup>t</sup>) to include displays in classroom, lesson plans, expectations and reasoning in lessons. Textbook usage to change and be discussed with a focus on delivering curriculum. TRG new set ups and focus.</p>	RD	<p>Staff adhering to expectations - seen in book trawls and lesson observations (Nov 2018, Feb 2019)</p>	<p>week Dec 18 about cornerstones assessment when completed so teachers can show next steps and areas that need addressing.</p> <p>Accuracy of judgements can be checked by middle leaders to ensure that there is a high level of consistency throughout school.</p> <p>All staff having displays identifying the key areas of challenge and good practice so children can support their learning independently.</p> <p>Lesson plans are now using the updated versions correctly in most year groups so teachers are including all the key elements of maths focus.</p> <p>Some year groups still focussing too heavily on MNP and not curriculum. TRGs being implemented and staff observing others using the criteria so staff can improve their practice and understand how other year groups teach. maths.</p>
	Staff training with focus on		Staff and children aware of new	



	<p>TRG to be formed with a focus on 3 key elements of: reasoning, challenge and fluency with PP considered throughout the 3. (Autumn 1<sup>st</sup>)</p> <p>Key areas to be covered in future TRGs include</p> <ol style="list-style-type: none"> <li>1. feedback and establishment of how staff have implemented learning (Spring 1<sup>st</sup>)</li> <li>2. Lesson observations to demonstrate successful use of reasoning within lessons and a challenge approach to children's learning. (Autumn 2<sup>nd</sup>)</li> </ol>	<p>RD</p> <p>SLT/RD</p> <p>SLT/RD</p> <p>RD</p>	<p>Staff are supported in delivering the new expectations (Staff voice - date?)</p> <p>Lesson observations in maths (65% good in Nov 2018, 75% good Feb 2019, 85% June 2019)</p> <p>Appropriate challenge is evident in lessons. (Lesson observations Nov 2018, Feb 2019)</p> <p>TRG delivered in October 18 and staff having expectations explained. Pro forma for observations completed and given to staff. Timetable for staff to complete for observations also given out. Staff to observe one another in the focus for the 2nd term.</p>	<p>expectations and how to expand children's reasoning responses so reasoning skills of children to improve. Jan 19</p> <p>Staff voice to be gauged later in the year after 2nd book trawl. Positive responses so far but need more evidence so RD can prove impact of DEEPER further.</p> <p>Lessons observed in November were assessed at 85% good and 15% RI - support put in place where needed</p> <p>Challenge seen in lesson observations through use of DNJ - followed up in TRGs and next lesson observations - assess further progress in Feb. Too early to assess impact of DEEPER in lessons. (Nov)</p> <p>TRG delivered in Sept 18 with key focusses explained and given to staff so staff are aware of focus and able to implement observations.</p> <p>Staff to use term 2 to go and see others deliver focus and write up feedback so</p>
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	<p>Following investigation, introduce approved text books for KS1 (Power maths)</p> <p>Mathletics and maths targets to be set as weekly homework (Autumn 1<sup>st</sup> and throughout the year)</p>	<p>RD/Phase leaders/Class teachers</p> <p>RD</p> <p>RD/teachers</p>	<p>Contribute towards children making positive progress in Maths. Books arrived late October, electronic schemes started September.</p>	<p>staff have 9 weeks to be able to go see others teach the focus. Reminder given start of Dec 18.</p> <p>TRGs to meet again early term 3 to assess what they observed and how it can impact on their year groups planning and teaching so to inform RD of impact and discuss positive outcomes.</p> <p>Lesson observations demonstrated staff making use of reasoning within the lesson and the children's learning so children are receiving the expected focus. Some staff implementing DEEPER into their lessons however not in all as it was only just introduced so more work to be done and will revisit on staff day in Jan.</p> <p>KS1 making good use of new resources and are positive in their feedback with how they are being implemented so demonstrates a success so far and children showing good progress using them.</p> <p>Opportunity to assess impact on Year 1 in Spring term when they complete first cornerstones assessment so will be able to truly assess the success then.</p>
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	<p>Year 6 to make use of MNP textbooks in lessons (throughout the year)</p> <p>EYFS to introduce new Maths Hub scheme into their planning and teaching.</p>	<p>RD/teachers</p> <p>Teachers</p> <p>Yr6/RD</p>	<p>Children meeting half termly maths targets. (Feedback for year groups to RD) Half termly from Nov 2018</p> <p>Whole school maths targets to be included into maths books following observations and children not being able to remember maths targets easily. Nov 18</p> <p>Extended maths targets to be given to children who have completed maths target to extend and challenge our GD. Nov 18</p> <p>Year 6 to make use of MNP no problem books throughout the year and when appropriate. Arrived Nov 18.</p>	<p>Yr2 can be seen in Autumn term cornerstones assessment so will be able to see success in this year group earlier.</p> <p>Maths targets being set and RAG system rating introduced to keep a track of year group progress (Nov 18) so RD can see any gaps that are appearing and how they are being addressed.</p> <p>Year groups using Mathletics for setting maths homework so to make maths homework available to all and to make use of the package more.</p> <p>Maths target sheets given out and checked in Dec 18 governor visit.</p> <p>Teachers to ensure they are filled in so children are more aware of their targets and focus. Reminder given start of Dec 18.</p> <p>Teachers to include MNP in planning as a resource to be used when teaching maths</p>
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	<p>Writing of termly newsletter to promote maths improvements and changes with parents.</p> <p>Teachers to get further CPD opportunities throughout the year. YS and RD to find opportunities that would be appropriate.</p> <p>Support sessions with specific year groups in regards to maths.</p>	<p>SA/YS/RD</p> <p>RD/SA</p> <p>RD</p> <p>RD/YS/staff</p>	<p>SA to attend Maths Hub sessions and lead/implement into EYFS planning. Started Nov 18.</p> <p>Feedback sessions with RD to explain/review success so far.</p> <p>Newsletter to be published termly. RD to write. Work with year groups to ensure DEEPER maths evidence is getting promoted</p> <p>Staff in every year group to be given a chance to improve maths understanding and feedback to teams in planning. Focus on staff who have requested opportunities or those identified as benefiting from it.</p>	<p>lessons so children are given a variety of resources and texts to use.</p> <p>SA has begun to bring in the new planning scheme into EYFS lessons so children have been able to further understand their individual number knowledge.</p> <p>RD attended Maths Hub session with SA so better understanding of success criteria.</p> <p>SA feedback with RD about any training session attended so RD understands any new aspects being introduced.</p> <p>RD to write termly newsletter. First to be published in December so parents will be able to get a better insight into work being completed in school.</p> <p>Newsletters to follow on a termly basis.</p> <p>Shanghai sessions booked for YR1,2,3,4 teachers so they can observe a highly regarded approach to delivering maths January.</p> <p>SA on Maths Hub course looking at how</p>
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		RD/staff	Staff or RD to work in planning groups to support if requested or if identified as needing support in certain aspects e.g. planning, teaching, moderating...	<p>to address planning in EYFS so that all children's understanding can be improved.</p> <p>Other opportunities to be booked when available.</p> <p>Worked with YR5 in relation to lesson planning so that they are now following whole school lesson plan format correctly and planning with a focus in mind. December</p> <p>Further sessions available when needed.</p>
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