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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| * Analyse starting points and independence in reading (problem solving) * Evaluate outcomes and maintain high level of expectation for all through good differentiation using White Rose * During monitoring of lessons across Aut/Spring terms, in conjunction with HT, focus on these gaps and any groups who appear to have not made progress during the lesson (as detailed in new Ofsted approaches 2019) | Teachers will…   * Plan sequential and appropriate lessons to ensure challenge and develop mathematical vocabulary and understanding, ensuring that lessons are well-paced within the 45-minute slot allowing time for gap tasks. * Continue to focus on problem solving with children. Use White Rose End of Unit Assessments to assess learning and analyse any gaps. * LOs no longer utilised – use of key word titles e.g. “Identifying angles” as opposed to “We are learning to identify types of angle”   Classroom assistants will…   * Support staff by working with these children and provide booster sessions. | Class teacher to ensure that planning is challenging and to monitor children | * Raise independence when reading a problem to enable chance of answering the question. Focusing on the vocabulary used to demonstrate understanding. * Children highlighting the relevant vocabulary, choosing what is necessary to answer the question – impacting on method used to answer. * With the constant challenge, expectations will be greater and outcomes should be higher * Children are reading questions more independently in lessons. |  |
| To ensure Maths displays add value of teaching of Maths Mastery, are purposeful to pupils and help them to remember more in the long term. | Maths team will…   * Monitor displays in classrooms – are they moving children on? What is pupil voice saying? Does it support their learning? How? Reminders to staff to ensure displays enhance learning and are current. * KS1 – focus on number and place value. LKS2 – focus on times tables. UKS2 – focus on fractions / revision. * Ensure all classes are equipped with correct resources | All staff- First half term to be up and running with current displays to support current learning.  Staff to let maths team know of missing resources & resources used within their year group, for ordering.  Maths team to monitor each term with oral feedback.  Order appropriate, yet bright and engaging equipment to support the teaching of practical maths lessons in line with Maths Mastery. | * Displays support learning in Maths * Environments and resources are stimulating and engaging; raising the profile of maths * Children know and use displays to remember and know more. * A clear audit identifying where resources are needed in priority order, over time. |  |
| Update WEBSITE to reflect schools policies and practices in Maths | Maths team will …   * Continue to monitor the Maths page to ensure that current policies, KKOs and Pupil Voice and available. | Teaching staff/ middle leaders- by the end of Autumn Term 2023 and continue throughout the year. | * Parents are able to access and support the learning with their child linked with Maths on the school website. |  |
| Planning/ Resourcing/staff pedagogy  KKOs are up to date, support the learning and the curriculum that is mapped out for each are in the Maths Curriculum evidences sequences to build on prior knowledge.  CPD Mastery – highlighted on School Development plan there will CPD to support staff – this could be through staff meetings, observing lessons  Book trawl and planning trawl in Autumn 2 | Teachers will …   * Ensure Class page and website are up to date prior to the start of the teaching a new area. * Share the KKO with children and home. * Amend KKOs as they are taught – to be shared with parents. * KKOs to be readily available during lesson – e.g. with maths resources, in centre of table * Complete weekly quizzes to assess understanding of prior learning.   Maths team will…   * Monitor class page, curriculum coverage with KKO * Mastery course 1xTermly: in person and online training * Observe teachers teaching Maths   Children will…   * Use the KKOs in their learning * Evidence that their learning matches and links with KKOs. | Staff / MC- Half termly to be monitored | * Parents are well informed * Website is up to date with information regarded learning in Maths * Children’s learning will be secure and sequential. * Children will be able to make links in their prior learning. * Good quality evidence collected both in books and through pupil voice to demonstrate progress. |  |
| Pupil Voice – evidence gathered; what are the children at SMA saying about the teaching & learning in Maths lessons?  Pupil voice correctly informs staff about Teaching & Learning in Maths.  Previous pupil voice is shared and acted on. | Maths team will…   * Gather evidence of group pupil voice in each year group. * Provide questions for pupil voice and reflect on responses given – do these impact on our teaching of Maths at SMA?   Teachers will …   * Use pupil voice time to gather information linked with Maths | MC – Termly  Staff - Termly | * SLT are aware of what the children are saying about their learning linked with Maths. * Children are able to identify the skills, vocabuary and the understanding of why they are learning what they are learning in Maths. * Children are demonstrating their knowledge, showing that remember more is knowing more, linked with Maths Mastery. |  |
| To improve fluency with number facts. | Maths team will…   * Meet with new Y3/4/5 team to discuss approach and timetabling. * Ensure use of Flashback 4 to revisit previously taught content is being used in all classes. * Monitor Arithmetic sessions (addition/subtraction and times tables) are taking place in each year group at a convenient time during each day. * Relaunch and push TTRockstars. | MC and all staff | * Data showing an improvement with arithmetic papers / multiplication checks. |  |
| Reduce gaps in 2023/2024 between groups of learners | Maths team will   * Be aware of the interventions occurring across the school and monitor impact of these interventions. MC to look at evidence and monitor that the gaps are reducing due to increased opportunities.   Teachers will ….   * Identify groups of learners outlined within data. * Set up interventions using other adults effectively building on success within the class environment to support children with their understanding. * Ensure challenge is given to all children, relevant to their ability in line with the teaching of Maths Mastery, focusing on problem solving and understanding mathematical vocabulary. | Staff to monitor termly addressing the gaps | Year 6 – Continue to monitor progress with SEND children. EHCP child to keep up with targets. Monitor trends with girls/boys at ARE level (53% girls ARE compared to 33% boys) Use of SLT during assessments for those with low resilience.  Year 5 – Monitor trends with girls/boys at GD level (44% boys working at GD compared to 15% girls) Target SEN child with memory-focused intervention. Monitor SEN girl – continued absences Use of SLT during assessments for those with low resilience.  Year 4 – Monitor trends with girls/boys at GD level (38% boys working at GD compared to 14% girls). Use of Chromebooks and times Tables practise throughout year including MTC check.  Year 3 – Monitor trends with girls/boys at ARE level (67% girls working at ARE compared to 40% boys). Monitor trends with girls/boys at WTS level (27% boys working at WTS compared to 7% girls). SEND boy to keep up with targets.  Year 2- Consolidate mental maths and ability to make links with all learners. Target 3 WTS boys with interventions.  Year 1 – Monitor trends with girls/boys at ARE level (94% girls working at ARE compared to 79% boys). | 18/11 |