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| **Targets**  (please highlight any targets which strengthen the connectivity of the curriculum) | **Implementation**  Leasingham St Andrew's C of E Primary School  Mathematics Action Plan 2020-2021  How are we going to do it? | | | | | | | | | | | | | | | | | | | | | | **Impact**  What will be the impact and how will we know? | | | | | | | | **Review**  How well have we achieved our objectives? |
| **Objective** | **Action (s)** | | | **Staff** | | | | **Resources** | | | | **Start** | | | | | **End** | | | | | | **Success Criteria** | | | | **Monitoring** | | | | **Evaluation** |
| **EXPECTATIONS**  To positively raise the profile of mathematic at St Andrews Leasingham by improving achievement through supporting teacher and TAs in the planning, delivery and assessment of Mathematics. | \*Questionnaires to be given to children and staff (Nov 2021)  \*Learning Walks (Nov 2021/Feb 2022/May 2022)  \*Formal Observations  \*Paired lessons  \*Supporting increased subject knowledge  \*Unit analysis discussions.  \*Subject leader to be part of pupil progress meetings termly. October, February and June  Staff Meetings/Training on curriculum developments and changes | | | MC  DH  Staff | | | | \*Subject Leader time.  \*Information shared with ALL staff - quality ideas.  \*Low threshold high ceiling tasks discussed.  \*Use of TAs to support interventions and catch up lessons where needed. | | | | Sept 2020 | | | | | July 2020 | | | | | | Summative assessment data –  To ensure each child in the class achieves their full potential.  To ensure standardised scores and expected progress in line with class expectations. | | | | Pupil progress meetings.  Interventions required.  Data look.  Targets set | | | |  |
| PLANNING  Progression maps across the school to be developed to ensure continuity, coverage and progression of areas of maths in all year groups and EYFS. | \*progression maps created to ensure coverage.  \*staff to be aware of maps for year before to support RECOVERY.  \*Staff to identify small steps in achieving.  \*Linked to MNP for Y1-Y5 | | | MC  Staff | | | | \*MNP scheme of learning units.  \*NC objectives linked.  \*EYFS objects and programs mapped through STAFF discussion.  Y6 Map according to needs – discussed | | | | September 2021 | | | | | February  2022 | | | | | | All staff aware of areas of coverage and progression. | | | | Book scrutiny to ensure coverage and linked to times to be covered | | | |  |
| **Targets**  (please highlight any targets which strengthen the connectivity of the curriculum) | | **Implementation**  How are we going to do it? | | | | | | | | | | | | | | | | | | | | **Impact**  What will be the impact and how will we know? | | | | | | | | **Review**  How well have we achieved our objectives? | |
| **Objective** | | **Action (s)** | | | **Staff** | | | | **Resources** | | | | **Start** | | | **End** | | | | | | **Success Criteria** | | | | **Monitoring** | | | | **Evaluation** | |
| PLANNING  To ensure staff have many resources to support effective T&L of Maths | | To remind staff of useful sites to use, how to use and what to access. Also to purchase where necessary. See APPENDIX  TA access to MNP for intervention activities | | | MC  Staff | | | | MNP logins – purchased where needed.  List of sites shown and shared with staff.  Links added | | | | Sept 2021 | | | ONGOING throughout the year | | | | | | Staff wellbeing – availability of resources.  Children accessing maths | | | | Use of sites.  Wellbeing anecdotal from staff. | | | |  | |
| **PLANNING**  To ensure that planning contains focused questioning and IWB and tasks are carefully considered to ensure mastery and depth of learning are at the heart of Teaching and Learning.  Linked to MNP – Y1-Y5 and others in YF and Y6 | | \*Meeting about planning expectations.  \*key agreed content on plan and/or IWB. Specific planning for HIGH CEILING ACTIVITIES – questions.  \*GD planned for | | | MC  Staff | | | | Time to deliver training.  Time to encourage staff to adapt  Planning elements agreed – format autonomy. | | | | Nov 2022 | | | July 2022 | | | | | | Teachers are ensuring GD children are planned for – regularly.  Access to high ceiling questioning and discovery. | | | | Planning share.  Book share.  Anecdotal discussions.  Evidence in planning.  Pupil progress meetings.  AfL clear | | | |  | |
| PLANNING  How to plan for and evidence GD leaners journeys in textbooks/  Workbooks | | \*discuss what learning at GD will look like.  \*expected that GD are planned for across SMART and thought out activities  \*share good practise across classes | | | Staff  Mc  DH | | | | \*staff meeting time.  \*sticky notes  \*access and share resources | | | | Jan 2022 | | | Sept 2022 | | | | | | AfL easier to see GD children.  GD children planned for. | | | | \*Book scrutiny  \*Progress meetings  \*Data evidence of GD children\*GD opportunities planned for | | | |  | |
| **Targets**  (please highlight any targets which strengthen the connectivity of the curriculum) | | | **Implementation**  How are we going to do it? | | | | | | | | | | | | | | | | | | **Impact**  What will be the impact and how will we know? | | | | | | | | **Review**  How well have we achieved our objectives? | | |
| **Objective** | | | **Action (s)** | | | **Staff** | | | | **Resources** | | | | **Start** | | | | **End** | | | **Success Criteria** | | | | **Monitoring** | | | | **Evaluation** | | |
| PLANNING  / **DELIVERY**  Review of the written calculations policy. | | | Re-write in line with MNP, numberblocks and national curriculum | | | MC | | | | \*review of policy  \*ask staff to check through and add anything they feel is missing.  \*Time to re-write and prepare | | | | Feb 2021 | | | | February 2021 | | | All staff are aware of the policy,implement accordingly.  Children are accessing age appropriate written methods | | | | \*staff discussions  \*pupil interviews  \*Arithmetic assessments | | | |  | | |
| **DELIVERY**  To ensure high quality use of MATHS JOURNALING.  Staff to have an understanding of JOURNALING and the key types. | | | \*Staff meeting – teams information shared on what types of journaling to use and why.  \*model journaling.  \*encourage staff to try to focus on this within a half term | | | MC  Staff | | | | \*Time to deliver training.  \*Time to share ideas and good practise. | | | | February 2020 | | | | July 2020 | | | \*Children are able to explain maths concepts.  \*GD children identified to journal detailing learning. | | | | \*Scrutiny of learning.  AfL – how are children catered for in all ability levels | | | |  | | |
| **DELIVERY**  Subject Lead to become familiar with the new EYFS Framework and support the CT with planning, implementing and resourcing.. | | | \*Subject lead to meet EYFS Team.  \*Subject lead to be part of EYFS training delivery to staff.  Subject Lead to be part of planning, delivering and assessing progress | | | MC  LM | | | | \*Time to observe in EYFS  \*Time to be part of learning in EYFS  \*Time to talk to children in EYFS  \*Meeting with EYFS team | | | | Nov 2021 | | | | Ongoing | | | \*SL aware of the EYFS curriculum.  SL aware of delivery on curriculum in EYFS | | | | SL fully aware of the learning and teaching process in EYFS. | | | |  | | |
| **Targets**  (please highlight any targets which strengthen the connectivity of the curriculum) | | | **Implementation**  How are we going to do it? | | | | | | | | | | | | | | | | | **Impact**  What will be the impact and how will we know? | | | | | | | | **Review**  How well have we achieved our objectives? | | | |
| **Objective** | | | **Action (s)** | | | | **Staff** | | | | **Resources** | | | | **Start** | | | | **End** | **Success Criteria** | | | | **Monitoring** | | | | **Evaluation** | | | |
| DELIVERY  Year 1 and Year 2 to participate and implement the MASTERING NUMBER PROGRAM ME fully in Y1 and 2. | | | Delivering of mastering materials alongside mainstream MNP | | | | MC  AC  RS | | | | Online training  Access to Axis – online resource hub.  Working with local Maths Hub | | | | Nov 2021 | | | | July 2022 | Delivering of mastering materials alongside mainstream MNP | | | | Through coaching and support.  Links to local Maths HUB | | | |  | | | |
| ASSESSMENT  To redesign the use of LEARNING JOURNYS to support AFL. To implement AfL format. | | | Feedback from staff regarding usage and impact of LJS.  Discuss with children use of LJS.  Design new LJs inline with MNP/NCETM and national curriculum use for as formative assess | | | | MC  ALL | | | | \*Time to redesign | | | | Nov 2021 | | | | July 2022  New format to be ready to implement Sept 2022 | LJs show the progress made by children.  Staff and children confident using LJs to help with assess, plan targets. | | | | \*staff discussions  \*pupil interviews | | | |  | | | |
| CPD/TRAINING  Working walls to helps support learning and ensure they are effective. | | | \*Model good use of working wall in Leaders Class.  \*Support staff to have active areas and engaging parts to the wall.  \*Create a list of expected elements to the working wall. | | | | MC  All  staff | | | | Time to meet  Time to put into practise mini tasks. | | | | March  2022 | | | | July 2022 | How should we use them? What should we have on these? What about a help desk or a challenge area? Do we all have one to encourage deeper thinking? Children’s responses in Autumn compared to Summer | | | | Staff discussions.  Small mini-tasks to complete and come back with some anecdotal evidence.  Use of learning wall linked to class learning evident during Learning walks.  Pupil interviews. | | | |  | | | |
| WIDER ACCESS  To create webpage for subject area which has policy, progression of skills and overview | | | To work with HT to display and reflect the curriculum we have for | | | | MC  DH | | | | Time to put on webpage | | | | November 2021 | | | | By December 2021 | Awareness of our expectation for all looking and viewing school. To ensure our stakeholders are ware of our curriculum intent, implementation and assessment. | | | | Subject lead fully involved in the upkeep of the webpage subject specific. | | | |  | | | |