



Mathematics Action Plan 2020-2021

May 20 – full audit of the Maths curriculum was undertaken by the Maths coordinator (J.Oversby). This audit focused on the three 'I's – Intent, Implementation and Impact using questions based on OFSTED research. This year's action plan will focus on the findings and any action required.

Task	Success criteria	Lead person	Dates	Cost and source	Monitoring	Evaluation June 2021
<p>Vulnerable groups and low achievers having extra support for numeracy basic skills. Use Instant Recall Key Skills and lesson targets to fill gaps. Monitor intervention plans via tracking termly.</p> <p>Analyse boys and girls data including EYFS</p>	<p>Sept/Oct 20 baseline identified, groups organised and support in place. Planning for teaching and learning in place.</p> <p>Ensure SEND programmes reflect & meet needs of curriculum. Termly year group targets added to plans.</p>	<p>Num Leader and L. Team to monitor. Head to lead at ETA meetings.</p>	<p>Sept/Oct - in staff meetings baselines decided.</p>		<p>L.Team & Num L.to monitor through planning, observation and tracking of data.</p>	
<p>Cohort targets for numeracy in place.</p>	<p>Planning in numeracy has clear group targets; teachers ensuring progress and support is targeted. See cohort targets for numeracy across school. Challenge is clear on teacher's planning</p>	<p>Head</p>	<p>After baseline decided in Sept, set targets in for July 21. Data analysis will also feed</p>	<p>Staff meeting time to discuss.</p>	<p>Monitoring of teaching and learning in numeracy-September 20 onwards. Scrutiny of children's</p>	

	and in lesson observations. Track children who will make 3 levels progress from KS1 results to Y6.		into FSM & SEN groups - data		work 3X a year. Work scrutiny	
Individual pupil targets (I can statements) continue to be in books for all children. This will be after baseline decided in Autumn 1, as the year progresses.	'I can statements' from cohort learning targets matched to individual children's needs and in books. Children to know their own targets and how they can be achieved. Termly progress sheets to go home to parents.	Class teachers.	Ongoing	Staff meeting time to share good practice.	Work scrutiny	
Track and target children in year 2 & year 6 who could achieve exceeding. To check for challenge in reasoning work throughout units of work.	Children identified achieve exceeding in end of KS SATS. Prepare children for SATS format - example papers.	Leadership team and threshold teacher.	Target setting in Autumn 20.		Y2 & Y6 SATS results July 21	

<p>Teaching and learning in numeracy, throughout school, to incorporate: instant recall of key facts and times table practice in preparation for Year 4 test.</p>	<p>Children able to use instant recall of key facts and apply numeracy skills in wide range of problem solving activities. Rocks Stars to be used throughout school. Opportunities for using instant recall in problem solving and reasoning embedded in planning.</p>	<p>Leadership team and threshold teacher.</p>	<p>Ongoing from September 20.</p>		<p>Work scrutiny.</p>	
<p>To check for challenge throughout school. To monitor greater depth in Y2 and Y6. Challenge in reasoning and problem solving embedded in teaching and learning.</p>	<p>Challenge embedded in teaching and learning throughout school. Progress recorded and used for identifying children that could move from WT to Expected / Expected to GD.</p>	<p>Leadership team and threshold teacher.</p>	<p>Ongoing from September 20.</p>	<p>Identify children that could move from WT to Expected / Expected to GD. Discuss how we can achieve this.</p>	<p>Termly work scrutiny and tracking. Monitored by leadership team and threshold teacher.</p>	
<p>Reasoning to be embedded in teaching and learning throughout school.</p>	<p>Reasoning is planned for and is embedded in teaching and learning throughout school. learning.</p>	<p>Leadership team and threshold teacher.</p>	<p>Ongoing from September 20.</p>		<p>Termly work scrutiny and tracking. Monitored by leadership team and threshold teacher.</p>	

Teaching and learning in numeracy, throughout school to develop speed and accuracy in calculations.	All children (Y1 onwards) to practice calculations from cohorts' learning targets to improve fluency and accuracy.	All staff	Ongoing. Staff meetings to discuss good practice	From Sept 20	Work scrutiny	
Develop opportunities for children to apply their maths skills across the curriculum.	Opportunities for the application of maths clearly identified in planning. Use of age appropriate maths language/skills - evidence in classroom, on display, in books. Maths work in other subjects comparable standard to maths books.	Maths. Lead, L.Team, Head	Ongoing from Sept 20. Regular staff meetings to share good practice.		Work scrutiny and sharing of good practice.	
To ensure clear progression across whole school.	Evidence in teaching and learning, across whole school, of clear progress seen during drop-in sessions. Agreed focus for drop-in each term. Sharing of good practice. ie. 'What does place value look like across school? Is their clear progression?	Maths lead, Head	Termly drop-in sessions in monitoring timetable.		Agreed focus each term throughout school. Maths lead & Head drop-in sessions.	