

A summary of what we expect to see throughout the year linked to the Action plan -

End of Autumn term – Expectations from Action Plan	Met
<ul style="list-style-type: none"> - Weekly planning to include new curriculum expectations, unit vocabulary and PS (at least three times each week) - Planning to reflect new teacher resources handed out in September – to support teaching. - Displays to have vocabulary, modelling and end of unit focus (problem solving activities which children can achieve by the end of the unit) - Flipcharts in all classes to be used to reinforce modelling – put onto display if required. - Evidence of Problem solving activities during lessons to further challenge children’s learning - teachers using a resources to create challenges i.e. testbase. - Evidence of Investigation work. - Children taking responsibility for own learning – choosing appropriate challenges to further challenge their learning in class and attempting – reflected in books using PS symbol. - Friday cold task evident in books - Use of Numicon resources in KS1 – should be accessible for children during lessons. - KS1 2 x teaching assistants to have attended a Numicon Training session. 	
End of Spring term -	
<ul style="list-style-type: none"> - More consistency of PS and children moving on in their learning during lessons. - Challenge boxes being regularly updated using a wider range of resources i.e. testbase, can you convince me cards, NRICH - Maths intervention within all year groups - (with target group above SEN). - Interventions to include a baseline with a three week program/focus (the focus will be selected by the class teacher). They will then need to show impact. - Additional class teacher teaching maths within years 4,5 and 6. Target groups selected by Maths Leader/Class Teachers and focus area. - Math after school led by Maths Teaching assistant - Introduction of Numicon resources and planning for Maths intervention group leaders – to ensure consistency across the school. - Updated Calculation Policy evident in classrooms and being used by class teachers. Also evident in books. - Afternoon teaching of Mental Maths to close the gap (Tbc) 	
End of Summer Focus -	
<ul style="list-style-type: none"> - Children becoming more responsible for moving on their own learning in lessons. - Children making more than ‘expected progress’ (making 4 points). - Higher percentages of children working at ARE - Teaching Assistants will have evidence (within all year groups) of the progress made through intervention programs. They will have baselines and impact – final results). - Children within all classes more confident in mental maths skills and rapid recall of number facts. Also children becoming more confident in understanding when to apply these skills. 	