

Maths Action Plan 2015 – 2016

Target from SDP: 1. Improve standards in mathematics by raising the % of children achieving expected level of Achievement in all year groups and raise expected levels of attainment and progress to national levels in Year 2 and 6 (Focusing on low achievers and Pupil Premium children)

Action	Success criteria	Cost/Time/resources	Monitored by and how?	Evaluation
<p>To continue to further embed all new initiatives from last two years</p> <p>See below – linked.</p>	<ul style="list-style-type: none"> Mental Maths will be evident in children books and used to support assessment Mental Maths and Arithmetic will be assessed fortnightly and results recorded. <ul style="list-style-type: none"> PS evident in books Calculation Policy being followed – all children following correct stages to ensure consistency. New Scheme of work to be handed out and highlighted off to ensure coverage within all year groups. 	-	<ul style="list-style-type: none"> Maths grids collected in half termly, showing improvement book trawl each half term by KB and feedback on PS/policy and scheme coverage 	See checklist identifying benchmarks at different points
<p>Additional teaching resources to support the teaching of the new curriculum – teacher resource books for all areas of maths including problem solving ideas.</p>	<ul style="list-style-type: none"> Teachers will have a range of resources to support their teaching. Children will be given a variety of learning Experiences. 	£2000	<p>N/A</p> <p>Resources will be handed in at the end of the year.</p>	
<p>To continue Maths Intervention/Booster groups. Y4, Y5, Y6 intervention – every day</p> <p>Years 5 and 6 one hour extra each week on a Wednesday/Thursday afternoon</p> <p>Y6 – Maths tuition – Thursday afternoon</p>	<ul style="list-style-type: none"> -To prepare children for upcoming SATS -to close the gap in relation to old (National Curriculum). -to prepare for closing the gap in relation to new curriculum standards- <ul style="list-style-type: none"> to raise standards in FSM children -To develop children’s confidence in maths. 	<p>£3500 for Third Space</p> <p>Class teacher out of class for intervention booster group and afternoon maths teaching.</p>	<p>Survey of child emotions attitudes to 3SL and to be positive to maths</p> <p>- Gaps in skills close as shown through SPTO – KB monitor bi weekly in leader time.</p>	
<p>To update Calculation Policy</p>	<p>To lead a staff meeting and involve all staff to create new calculation policy.</p> <p>Children will be aiming to achieve the methods required for the new curriculum expectations.</p> <p>Copy sent out to ensure parents know the new expectations.</p>	-	<p>- new policy used – KB to check as above</p>	
<p>Maths challenge boxes in all classrooms – evidence of children moving on in lessons</p>	<ul style="list-style-type: none"> Children are continually being moved on in all lessons. Teachers having the confidence to reduce 	-	<ul style="list-style-type: none"> learning walks by KB biweekly walks and book 	

daily. Recorded using PS symbol	practising skills and having resources to further enhance learning during each lesson.		trawl above show children moved on	
Additional resources for Year 2 and 6	<ul style="list-style-type: none"> Year 6 set of Ipads – to support further learning in class. Further text books offering problem solving 	£2000	- Learning walks show y6 children on ipads practising mathletics	
Friday cold task AFL set in plenary.	<ul style="list-style-type: none"> Teachers to complete a mini plenary at the end of each unit to assess the upcoming unit of work – Teachers understanding of children’s level will be well established prior to teaching and children will be working in appropriate ability group. 	-	-evident in book trawl mentioned above – KB	
Inspire workshops -	Parents are updated on New Curriculum ARE. Opportunities for parents to learn about the importance of Problem Solving – making maths fun.	-	-all 7 year groups have maths inspire by end of year – KB to monitor	
Year 6 – Active Learn Planning	<ul style="list-style-type: none"> As this is the first year for Year 6 teaching of the new curriculum, this resource will support teaching and understanding of new curriculum requirements. 	£450	KB – Planning to be monitored	
To continue to raise standards through mathletics	<ul style="list-style-type: none"> Children having more opportunities for learning maths at home. Analysis of individual children to show impact in maths learning. Maths leader further developing understanding of impact for this resource <ul style="list-style-type: none"> See TA after school club below Awards in assemblies recognising mathletics 	£2250	Increased useage of access and points used in mathletics – see data – KB monitor half termly	
Continuation of Numicon – in EYFS, KS1 and introduced into Year 3. Also to introduce to TAs for intervention program in KS1	<ul style="list-style-type: none"> TA trading to develop knowledge of the use of Numicon to support teaching. Consistency of a visual resource running throughout the school. 	£1000 for Numicon in Year 3	Support number bond recall – shown in mental maths checks – KB –see above.	
Continue to track children’s attitudes in maths.	Children to show positives attitudes towards maths learning.	-	KB child survey continues	
Additional Maths lessons – in one afternoon (30 minutes) to reinforce rapid recall of number facts.	Children to become more confident in knowing rapid recall of number facts. Higher expectations reinforced. Children to develop understanding of when we use our number facts to support mental calculations.	-	Introduced after Xmas if data supports need - KB to monitor timetables	
Employ additional MATHS TA for afternoon 1:1 intervention for mainly PP children and after school clubs	<ul style="list-style-type: none"> 1:15 – 4:30 grade 2 TA taken on as expert in maths to provide 1:1 timestable and number bond intervention After school computer club on mathletics 	£12k – PP funding	-baseline identifies start point and data shows clear outcome – KB to review	

To ensure modelling of methods within class	<ul style="list-style-type: none">- Staff to scribe relevant methods onto a flipchart piece of paper and have on display for children to refer to.- Context of week of work also to be on the display board in the form of an investigation linked to the method, to give children real life understanding.	£100 flipchart paper	-KB learning walks identify and track modelling sheet changes and investigation present	
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