

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 |
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| <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 | |

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| 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 | |

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| 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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