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| **Subject Action Plan**  **Mathematics** | | | | | |
| **Priority Lead**  **Staff Member:**  Emily Holmes  Supported by Ross Griffin | | Resources – Nathan Crook CPD on September Inset day.  Subject leadership time: 1 day per half term (CV to cover)  2 x staff meetings per term | | | |
| **School Data from 2022-23** | | KS2 Year 6 100% Expected, Greater Depth 10%  KS1 Year 2 85.5% Expected, Greater Depth 14.5%  Times Table Test (25) 5 Pupils 21+, 8 pupils 16+  Whole school data:  73% Expected, 29% Greater Depth | | | |
| **Objective** | **Autumn Term Milestones and Actions** | | **Spring Term Milestones and Actions** | **Summer Term Milestones and Actions** | Evaluation/Impact |
| To improve teaching and learning leading to more pupils working at greater depth. | To set ambitious targets for all pupils for the end of year.  To identify ‘target pupils’ who are capable of moving from expected to greater depth.  All teachers to incorporate challenge into every maths lesson.  To focus on developing pupils understanding as part of Maths CPD.  To arrange learning walk with Great Tew. | | To carry out a learning walk to evidence challenge through learning walks and work in books.  To speak to pupils to ascertain how challenging they find their maths lessons.  To carry out pupil progress meetings to identify progress of those ‘target pupils.’  CPD aligned with areas of concern from learning walk. | To put in place booster sessions to ensure target pupils achieve end of year targets.  CPD to focus on supporting TAs within the class.  Learning walk to focus more on the displays, classroom environment and use of resources. |  |
| To develop a calculation policy which progresses systematically and consistently through all four classes. | To review the current calculation policy to identify which methods we are currently using.  To edit the existing policy incorporating methods which we are teaching.  To ensure that all methods lead to knowledge progression | | Teachers to begin using the revised calculation policy.  MSL to carry out learning walks to evidence new methodology in action.  MSL to review books to evidence progression.  MSL to support teachers/TAs less confident in following strategies. | Final changes to the calculation policy following learning walks and review of work in books.  Pupil voice to take place to check for pupils understanding and in using new methods. |  |
| To develop pupil’s mathematical fluency leading to improved outcomes | To devise a strategy to improve fluency across the school  To introduce new approach into weekly maths teaching  To celebrate mathematical achievement through:  Celebration Assembly  Class Competition  To monitor teaching to ensure that fluency is being taught and celebrated | | School competition to celebrate and promote maths fluency  To deliver CPD on effective strategies to promote and develop fluency |  |  |
| To further develop the quality of teaching through the use of concrete resources | To arrange whole school CPD around the use of concrete resources.  To carry out an audit of concrete resources to ensure that classes have the tools to use a concrete approach to teaching.  To carry out a learning walk to identify strengths in the teaching of concrete resources.  To carry out a review of books to find evidence of concrete resources being used in class. | | CPD designed around the results of the learning walk  MSL to focus on supporting TAs in the use of concrete resources  MSL to support teachers on using concrete resources to target pupils not progressing at the expected rate. |  |  |