



# Maths Action Plan for 2021/22

Owner(s): Michelle Coleman Last revisited: October 2021

<u>Intention</u>  <u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>	<u>Implementation</u>	<u>Implementation Time frame/ Staff involved</u>	<u>Proposed Impact</u>	<u>Evidence towards proposed impact</u>  <u>This will be completed as the year progresses</u>
<ul style="list-style-type: none"> <li>➤ Analyse starting points and independence in reading in Maths lessons, as part of the Recovery Programme</li> <li>➤ Evaluate outcomes and maintain high level of expectation for this group through good differentiation using White Rose Resource and other resources shared across the year Eg SATS Companion, especially as a result of the success of IT resources across Lockdown</li> </ul>	<p>Maths Team will...</p> <ul style="list-style-type: none"> <li>✓ Observe lessons and monitor outcomes looking specifically at the provision for Readers and those who struggle to read</li> <li>✓ Feedback to colleagues/ SLT findings, with advice and areas to develop and strengthen</li> <li>✓ During monitoring of lessons across Aut/Spring terms, in conjunction with HT, focus on these gps and any groups who appear to have not made progress during the lesson (as detailed in National Curriculum expectations and School Inspection handbook- Quality of Education Good and Outstanding Grade Descriptors 2021)</li> </ul> <p>Teachers will...</p> <ul style="list-style-type: none"> <li>✓ Plan appropriately to ensure challenge is appropriate and mathematical vocabulary and understanding is shared and prioritised</li> <li>✓ Collect evidence from pupil voice and work produced over time to demonstrate that progress in reading and unpicking the questions is good and better</li> </ul>	<p>All teachersTAs</p> <p>Middle and Senior leaders</p> <p>By Christmas 2021</p> <p>By March 2022</p> <p>By July 2022</p>	<ul style="list-style-type: none"> <li>➤ Independence is increased when reading a problem enabling increased chances of answering the question.</li> <li>➤ Younger children are being encouraged to develop independent skills in understanding new words and how to answer a question</li> <li>➤ Older Children are independently highlighting the relevant vocabulary, choosing what is necessary to answer the question – impacting on method used to answer.</li> <li>➤ Challenge is consistent, across school so that expectations and outcomes will be greater</li> </ul>	



# Maths Action Plan for 2021/22

Owner(s): Michelle Coleman Last revisited: October 2021

<p>➤ Build on the resilience of all learners to know what they have to do to be better at Maths and how they can achieve this</p>	<p>✓ Continue to focus on problem solving with HA children, using a variety of resources including Friday quizzes to support this.</p> <p>Classroom assistants will...</p> <p>✓ Support staff by working with these children and supporting booster sessions appropriately and with enthusiasm</p> <p>✓ Know the expectations for each group that they work with and the reading challenges that they face, and support them to overcome these</p> <p>✓ Feedback appropriately to teachers to maintain smooth transition from one lesson to another in Maths</p>		<p>➤ Children are reading questions more independently in lessons.</p>	
<p>☐ Ensure that Displays &amp; Environment support learning in Maths at an age-appropriate level</p> <p>☐ Ensure that Displays and environment demonstrate increased challenge and expectation throughout school</p>	<p>Maths team will...</p> <p>✓ Monitor displays in classrooms – are they moving children on? What is pupil voice saying? Does it support their learning? How? Reminders to staff to ensure displays enhance learning and are current.</p> <p>✓ Monitor problem solving language and challenge on displays.</p> <p>✓ Monitor pupil voice on their understanding of words in their books and at their level</p> <p>Class teachers and Teaching Assistants will...</p> <p>✓ Maintain and take pride in their displays in the classroom settings</p> <p>✓ Respond to advice offered from Maths lead</p> <p>✓ Use displays as tools to support children in their learning</p>	<p>All staff- First half term to be up and running with current displays to support current learning. Maths team to monitor each term with oral feedback.</p>	<p>➤ Displays will support learning in Maths</p> <p>➤ Environments will be stimulating and engaging.</p> <p>➤ Children know and use displays to remember and know more.</p> <p>➤ Maths Resources support children's learning.</p>	



# Maths Action Plan for 2021/22

Owner(s): Michelle Coleman Last revisited: October 2021

<p>➤ Update the school <b><u>WEBSITE</u></b> to reflect schools policies and practices in Maths</p>	<p>Maths Team will ...</p> <ul style="list-style-type: none"> <li>✓ Create a Maths page to include; a learning yearly overview, KKO's, Pupil voice videos</li> <li>✓ Maintain and update the Maths Page to ensure that parents have appropriate access to current learning</li> <li>✓ Ensure that Management time is used effectively to update policies and practices and then to monitor that these are embedded effectively in all classrooms</li> <li>✓ Share with Link Governors and with parents as updated</li> <li>✓ Seek views of all stakeholders on these practices</li> </ul>	<p>Teaching staff/ middle leaders- by the end of each term</p>	<p>➤ Parents are able to access and support the learning with their child linked with Maths on the school website.</p> <p>➤ Parents and stakeholders are more informed in the teaching styles and approaches used in Maths and why</p> <p>➤ Policies and Practices more consistently embedded amongst staff, as a consequence of time and effort used to develop effective KKO's, new resources and agreed approaches to learning</p> <p>➤ Gaps are plugged where they appear to improve the learning of the children in classes</p>	
<p><b><u>Planning/ Resourcing/staff pedagogy?</u></b></p> <p>➤ Ensure that KKO's are age appropriate, up to date, support learning and that the curriculum is mapped out for each year group, including higher ability children</p> <p>➤ Support new staff in the approaches</p>	<p>Teachers will ...</p> <ul style="list-style-type: none"> <li>✓ Amend KKO's as they are taught – to be shared with children, other staff and parents.</li> </ul> <p>Maths team will...</p> <ul style="list-style-type: none"> <li>✓ Monitor class page, curriculum coverage with KKO</li> <li>✓ Support all staff in the development of effective, purposeful KKO's</li> <li>✓ Respond to gaps that these demonstrate over time- Eg commonality of approaches to problem solving across the school</li> </ul> <p>Children will...</p>	<p>All Staff Maths lead</p> <p>Half termly to be monitored</p>	<p>➤ Parents are well informed</p> <p>➤ Website is up to date with information regarded learning in Maths</p> <p>➤ Policies and Practices more consistently embedded amongst staff, as a consequence of time and effort used to develop effective KKO's, new resources and agreed approaches to learning</p> <p>➤</p>	



# Maths Action Plan for 2021/22

Owner(s): Michelle Coleman Last revisited: October 2021

to developing KKO's and sharing these with parents via class pages and the school website	<ul style="list-style-type: none"> <li>✓ Use the KKO's in their learning</li> <li>✓ Evidence that their learning matches and links with KKO's.</li> <li>✓ Share their views on the KKO's and how to develop these further/ maintain them</li> </ul>			
<ul style="list-style-type: none"> <li>➤ Use Pupil Voice – to gather evidence: What are the children at SMA saying about the teaching &amp; learning in Maths lessons?</li> <li>➤ Previous pupil voice is shared and acted on. Eg <b>how useful my assistant is helping me and others to learn</b></li> </ul>	<p>Maths team will...</p> <ul style="list-style-type: none"> <li>✓ Gather evidence of group pupil voice in each year group.</li> <li>✓ <b>Share findings with relevant staff advising on next steps</b></li> <li>✓ <b>Monitor these next steps over time</b></li> </ul> <p>Teachers will ...</p> <ul style="list-style-type: none"> <li>✓ Use pupil voice time to gather information linked with Maths</li> <li>✓ Act on advice given</li> <li>✓ Enable assistants in lessons to have good impact on children in their care through knowing exactly what their role is and the expectations on them</li> </ul>	<p>Maths Lead – Termly</p> <p>Staff - Termly</p>	<ul style="list-style-type: none"> <li>➤ Children are able to identify the skills and the understanding <b>taught in Maths lessons</b> and why they are learning what they are learning in Maths.</li> <li>➤ Pupil voice correctly informs staff about Teaching &amp; Learning in Maths.</li> <li>➤ Pupil voice informs innovation and change where relevant</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Work effectively as a middle leadership team to reduce identified gaps in 2021/2022 between groups of learners</li> </ul>	<p>Maths team will...</p> <p>Monitor the following and amend termly:</p> <ul style="list-style-type: none"> <li>✓ <b>Year 6</b> - Trend in girl/ boy. Boys are trailing within ARE. Monitor SEN, continue to ensure progress is good. Monitor PP children, excellent accelerated progress made, continue to support.</li> <li>✓ <b>Year 5</b> - Trend in girl/ boy. Girls are trailing within GD. 7% of ARE showing potential for</li> </ul>	<p>Staff to monitor termly addressing the gaps</p> <p>MC/COH to look at evidence and monitor</p>	<p><b>Year 6</b> - Trend in girl/ boy <b>will have reduced</b>. Progress for SEN <b>from starting points will be good</b>. <b>PP children progress will be good and better</b></p> <p><b>Year 5</b> - Trend in girl/ boy <b>will have reduced</b>.. Potential for GD will have increased across the</p>	



# Maths Action Plan for 2021/22

Owner(s): Michelle Coleman Last revisited: October 2021

	<p>GD, target this group. Target SEN with life skills in Maths.</p> <ul style="list-style-type: none"> <li>✓ <b>Year 4</b> - Trend in girl/ boy. Girls are trailing within GD although gaps have reduced. 50% of children just below HS scores.</li> <li>✓ <b>Year 3</b> – Monitor 26% of children who are borderline GD.</li> <li>✓ <b>Year 2</b>- Support ARE group to ensure that learning has been embedded. Monitor GD girls 28% against boys 50%.</li> <li>✓ <b>Year 1</b> – Monitor boys/girls trend. Slightly higher ratio of boys achieving expectations.</li> </ul> <p><b>Teachers will ....</b></p> <ul style="list-style-type: none"> <li>✓ Identify groups of learners outlined within data.</li> <li>✓ Set up interventions within the class environment to support children with their understanding.</li> <li>✓ Ensure challenge is given to HA children, focusing on problem solving and understanding mathematical vocabulary.</li> <li>✓ Ensure that Teaching assistants know what they are doing and why they are doing it in line with EEF findings</li> <li>✓ Ensure that all groups of learners make progress from starting points in lessons observed</li> </ul>	<p>that the gaps are reducing due to increased opportunities.</p>	<p>year. SEN Maths will look at life skills such as money and time.</p> <p><b>Year 4</b> - Trend in girl/ boy will have reduced.. More HA Girls will be showing evidence of achieving GD or moving towards it</p> <p><b>Year 3</b> – Those children showing potential above ARE will have been appropriately challenged and supported to achieve more and reduce gaps towards Higher scaled scores in summative assessments .</p> <p><b>Year 2</b>- ARE children will have had further opportunities to embed their learning and consolidate what they already know. Girls who should be aiming towards achieving GD will have had good opportunities to reduce gaps and embed their learning</p> <p><b>Year 1</b> – The identified boy/girl divide will have reduced and children will be achieving more in line with their potential again</p>	
--	--	---	--	--