

Subject: Maths	Staff: Lisa Balshaw and Sarah Knight	Aim: Autumn Spring Summer
----------------	--------------------------------------	---------------------------

Key academy priorities to be referenced in targets, success criteria and evaluation of progress

1. Development of Reading, so that a higher percentage of children reach National Standards or above by the end of each Key Stage
2. Developing Nurture in the light of the adaptations that were necessary in response to Covid-19. Incorporating all the elements of the Nurturing School to ensure that children make a successful transition back into the classroom, particularly in relation to improving their mental health and breaking down barriers to learning. Enabling all children to fully access the primary curriculum
3. Learning Recovery - offering the children opportunities to catch up on learning missed during lockdown, particularly including concrete aspects of learning (not abstract expectations) and real life experiences/visitors that develop from prior knowledge and key skills - building on the work done around Rosenshine's Principles to help all children to form solid schema that will promote long-term retention

Notes

Text identified in red to be included for all subject areas

Remember, the evaluation of progress is how well the actions taken are meeting the success criteria; evaluation of progress is not the completion of actions - completion is expected

Targets	Actions to be taken and by whom (initials of lead staff)	Support/ Resources, including training/ CPD	Success criteria	Target dates	Evaluation of progress, including RAG rating per area
<p>Review the curriculum in light of recovery and catch up (2, 3).</p> <p>Target: To ensure a knowledge and skills based approach is taught throughout school. Also ensure skills are re-taught and covered at the start of each lesson.</p>	<p>Potential gaps in learning identified from the previous two years because of the pandemic</p> <p>Monitor the teaching of the recovery curriculum, triangulating evidence using, for example:</p> <ul style="list-style-type: none"> - Book scrutiny - Learning Walks - Pupil Voice - Reports to SLT - Regularity and accuracy of teacher assessments <p>Ensure maths ladder is complete</p>	<p>Consideration is given to https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery</p> <p>EEF documents</p> <p>Ready to progress documents</p>	<p>Pupils catch up on knowledge and skills they have missed through the pandemic, focus on number (2, 3).</p> <p>The school's normal curriculum for maths is ready to be taught from September 2022 because gaps have been rectified (2, 3).</p> <p>Pupils' knowledge and</p>	<p>By Autumn 1 2021</p> <p>By Autumn 1 2021</p> <p>By Autumn 1 2021</p> <p>By Autumn 1 2021</p> <p>From</p>	<p>Book looks have suggested progress in books in terms of sequence, progression, problem solving - continued monitoring required</p> <p>Spring 1 Spring 2</p> <p>Summer 1 Summer 2</p> <p>Ladder not complete by deadline Maths Team have re grouped and calendared</p>

	<p>Review the effectiveness of the recovery curriculum, and the ladder-record next steps and action as appropriate. (SK, LB, Phase Leads, SLT)</p> <p>Finalise pupil voice questions form the OFSTED framework and conduct regular pupil voices throughout each term- choosing children who would struggle to articulate their learning (SK, LB, SLT)</p>		<p>use and understanding of correct vocabulary enables them to tackle new learning well (1).</p> <p>Pupils' abilities in reading and writing are enhanced so that those in Years 2 and 6 are on target to at least reach nationally expected standards by the end of each Key Stage (1).</p> <p>Pupils' are articulate about their learning (1).</p> <p>Assessments of pupils are accurate and based on what pupils have been taught.</p>	<p>Autumn 1 2021</p> <p>Half termly from Autumn 1 2021</p> <p>Half termly from Autumn 1 2021</p>	<p>new dates to ensure deadlines are met.</p> <p>See link here</p>
<p>Make, as appropriate, strong cross-curricular links with other subjects, e.g. computing, science, art, music (1).</p>	<p>All teaching staff to support development of a maths learning culture within school. Develop a celebration of famous mathematicians - one allocated for each year group. Develop cross curricular links and cultural capital links across maths (SK, LB)</p>	<p>Cultural Capital Document</p> <p>(Document from David?)</p> <p>EEF documents</p> <p>Ready to progress documents</p>	<p>Meaningful cross curricular links are established between subjects and understood by pupils and staff.</p> <p>Pupils' knowledge and use and understanding of correct vocabulary enables them to tackle new learning well (1).</p> <p>Pupils' abilities in reading and writing are enhanced so that those in Years 2 and 6 are on target to at least reach nationally expected standards by</p>	<p>By February half term</p>	

			<p>the end of each Key Stage (1).</p> <p>Pupils' are articulate about their learning (1).</p>		
<p>To ensure the curriculum is taught and embedded across the school (1, 2, 3).</p> <p>Ensure that all pupils make expected progress in mathematics as appropriate to the age and stage of their development.</p>	<p>Step 1- Maths Ladders created by subject leads. (SK and LB)</p> <p>Step 2- Step 2 - Support staff in the planning of lessons and support them in differentiation</p> <p>Maths team to complete Maths Ladder - SK and LB</p> <p>Timetable CPD throughout the year for all staff this will include</p> <ul style="list-style-type: none"> Maths Ladder - return and recovery curriculum Questioning and Vocabulary Mathletics CPD NQTs and new staff are supported by the maths team/SLT to use the ladders to effectively plan using the maths ladders <p>- Review of cyclical overview adjusted.</p> <p>-As part of Mathletics purchase, training to be timetabled into directed time, provided by Mathletics.</p> <p>(SK and LB)</p> <p>Develop interim assessments and tracking documents in line with the ladder in all phases. (SK and LB)</p>	<p>EEF documents</p> <p>Ready to progress documents</p>	<p>Pupils' knowledge and use and understanding of correct vocabulary enables them to tackle new learning well (1).</p> <p>Pupils' abilities in reading and writing are enhanced so that those in Years 2 and 6 are on target to at least reach nationally expected standards by the end of each Key Stage (1).</p> <p>Pupils' are articulate about their learning (1).</p> <p>Assessments of pupils are accurate and based on what pupils have been taught.</p>	Autumn 2	<p>The scheme of work follows the structure of White Rose Mathematics and is knowledge-based but we have placed skills at the heart of mathematics. The scheme has been adapted into clear steps of progression in each strand. These link to year groups in which they are taught but teachers may go down a step or two in the line of progression if the children have not understood a previous concept. Similarly, they may move up the ladder quicker if the children grasp a concept quickly and securely. (SK and LB)</p>
<p>Key priority area:</p> <p>1. Development of Reading, so that a higher percentage of children reach National Standards or above by the end</p>	<p>Provide teachers with guidance about what knowledge - the key teaching points - are to be taught to ensure the aims of the policy. (SK and LB)</p>	<p>EEF documents</p> <p>Ready to progress documents</p>	<p>Evidence from book scrutiny and discussions with pupils show maths knowledge and vocabulary is increasingly secure.</p>	All year	

of each Key Stage	<p>-Pupils to be assessed termly. (All) - query with regards to how DC judgements are made and how these may link to any summative assessment. (SK and LB)</p> <p>-Mathletics rolled out across KS2 (SK)</p> <p>- Work with teachers to look at particular children highlighted as using mathletics for interventions, how mathletics is being used and the impact. (SK and LB)</p> <p>-SATS companion to be introduced for WTS and EXP children in both Year 5 and 6 in order to facilitate progress towards EXP and GDS. (SK)</p> <p>Set up, timetable and monitor Targeted interventions for the chn who not yet on track with their flight path.</p> <p>- Number Maths Sense across Reception and KS1 (LB)</p> <p>- Mathletics to be implemented across KS2 (SK)</p> <p>-GL assessments completed by class teachers sent for marking and analysis. Teachers to use data to form targets and judgements, informing make up (SLT)</p> <p>Facilitate school participation in Trust wide schools competition TTRS, Sumdog</p> <p>-Facilitate inter class competitions using TTRS LB(SK, LB)</p>		<p>Pupil voice- children to share the vocabulary developed in lessons as well as use of texts and resources.</p> <p>Pupils' knowledge and use and understanding of correct vocabulary enables them to tackle new learning well (1).</p> <p>Pupils' abilities in reading and writing are enhanced so that those in Years 2 and 6 are on target to at least reach nationally expected standards by the end of each Key Stage (1).</p> <p>Pupils' are articulate about their learning (1).</p> <p>Assessments of pupils are accurate and based on what pupils have been taught.</p>	<p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	
<p>Key priority area:</p> <p>2. Developing Nurture in the light of the adaptations that were necessary in response to Covid-19. Incorporating all the elements of the Nurturing School to ensure that children</p>	<p>Targeted interventions with the use of HLTAs across school. Including</p> <p>Number Sense</p> <p>Mathletics</p> <p>NTP and NTP mentor delivering bespoke interventions</p>	<p>EEF documents</p> <p>Ready to progress documents</p> <p>NTP Guidance</p>	<p>Books and discussions with pupils will clearly show knowledge and skills being achieved at the heart of lessons.</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	

make a successful transition back into the classroom, particularly in relation to improving their mental health and breaking down barriers to learning. Enabling all children to fully access the primary curriculum	<p>Designed to give confidence as the children develop fluency and automaticity.</p> <p>Purchase of SATs companion and Mathletics to provide an instant remote learning platform to target gaps in learning as a result of the pandemic. (SK, LB)</p>		Clear differentiation to be shown to support children achieving the same objective but in different ways.		
<p>Key priority area:</p> <p>3. Learning Recovery - offering the children opportunities to catch up on learning missed during lockdown, particularly including concrete aspects of learning (not abstract expectations) and real life experiences/visitors that develop from prior knowledge and key skills - building on the work done around Rosenshine's Principles to help all children to form solid schema that will promote long-term retention.</p> <p>Target: To ensure a knowledge and skills based approach is taught throughout school. Also ensure skills are re-taught and covered at the start of each lesson.</p>	<p>-Groupings to be set and intervention groups to be implemented (All)-- Target 'should be' expected</p> <p>-Routine assessment dates and tracking of data, with follow up sessions with staff and pupil progress meetings (All)</p> <p>-Interventions to take place daily in order to recover lost progress/attainment (All)</p> <ul style="list-style-type: none"> - Matheletics implemented across KS2 SK - Number Sense implemented in Reception and KS1 LB - <p>Assess the effectiveness of the maths ladder in terms of plugging gaps and looking into interventions.</p> <p>- Additional TTRS data package purchased to enable teachers/phase leader/maths lead</p> <p>(SK, LB)</p>	<p>EEF documents</p> <p>Ready to progress documents</p> <p>TA CPD sessions</p> <p>Number Sense training</p> <p>Mathletics Training</p>	<p>Pupils' knowledge and use and understanding of correct vocabulary enables them to tackle new learning well (1).</p> <p>Pupils' abilities in reading and writing are enhanced so that those in Years 2 and 6 are on target to at least reach nationally expected standards by the end of each Key Stage (1).</p> <p>Pupils' are articulate about their learning (1).</p> <p>Assessments of pupils are accurate and based on what pupils have been taught.</p>	<p>Autumn 1</p> <p>Autumn 2</p> <p>Spring 1</p> <p>Spring 2</p> <p>Summer 1</p> <p>Summer 2</p>	