

## **MATHS ACTION PLAN - October 2020**

### **Points in black - targets for 2019-2020**

### **Points in red - feedback from last year's plan**

### **Points in blue - actions for 2020-2021**

#### **1. Resources - Feedback from academic year 2019-2020**

- Teachers to compile list for each class detailing Maths resources - **completed end Dec 2019**
- EC to create whole school list so that teachers can easily find resources that they need - **stocktake completed and on shared drive. Teachers to access when they need to locate resources around the school and to ensure that resources are returned.**
- Teachers to pass equipment to more relevant year groups if appropriate - completed
- EC to create a wishlist of equipment to order - completed
- EC to order equipment (budget permitting) - **£1 and £2 coins ordered for KS1. Year 1 requested resources which were recommended during CPD courses attended online. Place value counters bought for KS2.**

FOLLOW UP - not able to complete due to COVID 19

- Visit each teacher in class to look at how resources are stored and discuss children's access to them.
- Teachers to ensure that children are aware that they can use any resources even if not out on tables. KS2 teachers to promote use of equipment in KS2 to help with calculations so that children don't feel that using equipment is too young for them.

### **Academic year 2020-2021**

**This target to be brought forward. However, this will be postponed until later in the year due to avoiding sharing of resources. Once resources can be shared more freely, EC to conduct a learning walk to observe how children use resources throughout the school.**

#### **2. Schemes**

- EC, CMG and MR to trial bought in White Rose worksheets for years 1,3 and 5 to see whether or not it would be worth the expense of purchasing whole school access for 2020-2021
- EC to ensure that all staff have access to free White Rose resources.
- EC to research how to access free White Rose slides to go alongside schemes of work.
- Discuss with staff pros and cons of using White Rose and their experiences so far.
- EC to fully investigate what is available through this scheme.

- we used them all of the time, the format would become rather repetitive for the children. Therefore, I have been using some White Rose purchased sheets, some Twinkl, some Target Maths which seems to mix it all up a bit.

Teachers in years 1,3 and 5 found this scheme to be very successful. Teachers liked the way that the curriculum is broken down into small steps. Children and teachers liked the way that the White Rose worksheets use a variety of questions all within one lesson (including missing number problems, problem solving, children being required to explain their reasoning etc, solving problems using whole/part number models and bar modelling). During lockdown, the whole school accessed the free lesson resources and videos that were on offer. Children accessed these resources at home and the feedback from parents was, again, positive. Therefore, when the free resources ended, the school bought into the scheme to use both at home and at school. This means that as well as following a scheme based on Maths Mastery, if any child needs to self-isolate, they can continue covering the curriculum with a scheme that they (and their parents) are familiar with. In March, the school also bought into bar modelling CPD for all teachers.

### Academic year 2020-2021

The whole school will take part in the 'Barvember' White Rose challenge. This is a daily challenge for the whole of November which consists of a range of problem solving activities where the children are encouraged to use bar modelling.

Teachers have all been asked to:

- 1) Join in with the daily Barvember puzzles
- 2) Collect evidence
- 3) Share some of these puzzles on Class Dojo with parents explaining how we can use bar modelling to solve problems.
- 4) Send similar problems home for homework in November so that parents can see bar modelling being used by their child. This will encourage them to use bar modelling more often at home when helping with worded problems for homework.

### 3. Times Tables Rock Stars

Look at ways to improve learning of times tables in preparation for multiplication tables check (MTC) to be administered by schools to year 4 pupils from the 2019/20 academic year onwards.

- EC to look at Times Table Rock Stars with a view to re-launching. Children becoming less enthusiastic about using this at home.
- Look at ways of using Times Table Rock Stars challenges within school day either for all KS2 or for those children who are not making progress/not at expected level.

### Academic year 2019-2020

EC has relaunched TTRS with years 3-5. Each class has a display board where children can be rewarded for fluency, most improvement, most games played during the week etc. Year 5 have been trialling daily fluency games (10 minutes a day) with the aim of improving the class heat map (a chart that shows which times tables are stronger/weaker in the class as a whole). Children have also been shown how to access their own data so that they know which times tables to focus on. Year 4 will begin playing daily games after half term.

Children to also be given more opportunity to play TTRS in school as some children do not have access to the game at home and therefore can lack the motivation to take part.

### **Assessment/Data**

- LB has bought in NFER Maths assessment papers for years 3, 4 and 5 for the Spring and Summer terms. This followed the year 4 trial at the end of the last academic year.
- Year 1 is using White Rose assessment papers for continuity and to go alongside the White Rose planning that is being trialled.
- Years 2 and 6 are using a range of assessment but also past SATS papers.

### **Academic year 2020-2021**

In September, Years 3,4 and 5 all used the NFER papers from Summer 2020 to analyse the children's progress over lockdown (i.e. year 5 were tested using year 4 summer paper, year 4 were tested using the year 3 summer paper and year 3 were tested using the year 2 summer paper). These year groups will continue to assess their class twice a year (Spring and Summer) using the NFER papers. This will allow for a more consistent approach towards assessment of these year groups. Years 2 and 6 will continue to assess through past SATS papers and the SATS tests in the summer. Year 1 will assess using NFER papers in the spring and summer (through 1:1 and small group assessment) but in the autumn will assess through observation of short tasks against the year 1 Clive Davis criteria or against the Early Learning Goals where appropriate. Reception class assess against the Early Learning Goals throughout the year.

### **Lesson observations**

EC to observe one Maths lesson for each year group, looking for differentiation and progression for each ability group especially the higher ability (as mentioned on last OFSTED report).

Unable to complete due to COVID 19

### **Academic year 2020-2021**

Learning walk to take place later this academic year to focus upon the implementation of the White Rose scheme and use of resources.

### **Book scrutiny**

EC to look for differentiation within lessons and ensuring that all ability groups are progressing. Is there evidence of reasoning questions?

Unable to complete due to COVID 19

### **Academic year 2020-2021**

Looking for evidence of differentiation and how teachers are challenging more able pupils.

### **NEW POINTS FOR 2020-2021**

- We have applied to take part in a NCETM Maths Mastery Work Group with 3 other local schools. This is a two year project to develop a teaching for mastery approach within the school.
- EC to go through the calculation policy and update where necessary. EC to lead a staff meeting in the spring term to ensure everyone is working to the policy and that there is consistency within the school. EC to look into the possibility of each year

group making a short video for each of the calculation methods relevant to their year group. This would be available for all parents to view so that they feel more confident with helping their child with maths at home.