

Mission: Outstanding by 2018

Link Governor: Rachel Fletcher

Strategy 8: Improve teaching of Mathematics to deepen learning for all pupils: Planning and Teaching and Learning

| Key Strategic Aim | Lead | Expected Impact | Internal Monitoring | By whom | External Monitoring | By whom |
|--|---------------------------|--|---|-----------------------|---------------------|---------|
| 8.1 Effective planning, which helps embed concepts and shows clear progression and differentiation. | HS (KS1) KP (EYFS) | Number concepts embedded effectively. Consistency of planning across phase. Coverage of year group statements. Learning builds on prior learning to aid progression. All children can access learning through effective differentiation. | Key Stage meetings- planning scrutiny Book looks- does learning match planning, showing clear progression and differentiation | HS/KP HS/GS SLT | | |
| 8.2 To teach and record for greater depth effectively. | HS | Evidence of Greater Depth learning for those meeting EXS Children developing as strong mathematicians; able to spot patterns, ask questions, make prediction and prove. Maths talk used and encouraged to show understanding. | KS1 Meetings Whole School Training Maths learning walks Book looks and observations Use of green marking and back of books to evidence GD | HS HS HS/GS | 5x5x5?? Alf? | |



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Strategy 8: Improve teaching of Mathematics to deepen learning for all pupils: Assessment

| Key Strategic Aim | Lead | Expected Impact | Internal Monitoring | By whom | External Monitoring | By whom |
|--|-----------------------------|--|--|---|------------------------------|-------------|
| 8.3 Consistent and effective use of marking and assessment to inform planning | HS (KS1) KP (EYFS) HL | All children making progress in maths. Clear overview of present attainment through SPTO. Books show clearly for each individual child which SPTOs they are secure in. Green marking to promote consolidation and further progress. | SPTO analysis Pupil progress meetings Reports to Governors Book looks | KP GS/HS HS/KP HS/GS | LA School improvement visits | Rob Sidaway |

Strategy 8: Improve teaching of Mathematics to deepen learning for all pupils: Resources

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|--|----------------------|--|--|----|--|--|
| 8.4 Use of resources in learning to help embed concepts | HS (KS1) KP (EYs) | Resources are used by the children to help them embed maths concepts, thus making progress. Teachers are confident in how to use different resources and how these help embed concepts. Shared resources and organised resources help with planning and teaching and learning. | Resources in planning Learning walks Classroom resources check | HS | | |
|--|----------------------|--|--|----|--|--|

| Milestones | | | | |
|---|---------------------------------|--|---|--|
| Who | Strategy | Term 2 2016-17 | Term 4 2016-17 | Term 6 2016-17 |
| Maths Subject Leader (MSL) Senior Leadership Team (SLT) Teachers (T) Teacher Assistants (TA) | 8.1 Planning for progression | Year overview in place (Terms 1-5) ensuring coverage and progression (HS KS1, KP EYs) Review of planning with KS1 team (Ts) Weekly KS1 meetings to look at planning for following week (Ts) | Look at planning for years 1s in reception classes (HS) Review of planning with KS1 team (Ts) Weekly KS1 meetings to look at planning for following week (Ts) | |
| | 8.2 Greater Depth | Look at example GD activities in staff meeting (All) Start recording evidence of Greater Depth learning for those meeting EXS in year 2 (HS) Staff session on developing children as strong mathematicians; able to spot patterns, ask questions, make prediction and prove (HS to lead) Learning walk looking for maths talk used and encouraged to show understanding (HS and GS) | Look at evidence for GD so far...how can we add to/improve this Staff session on developing children as strong mathematicians; able to spot patterns, ask questions, make prediction and prove (HS to lead) Learning walk looking for pattern spotting and questioning (HS) | End of Year assessments SPTO |
| | 8.3 Marking and Assessment | Clear overview of present attainment through SPTO (SAP1 and SAP 2). Pupil Progress Meetings to look at attainment, targets and progress Fill in overview of SPTOs covered so far in children's books (KS1) Green marking to promote consolidation and further progress in books when ch working with T or TA | Clear overview of present attainment through SPTO (SAP1 and SAP 2). Pupil Progress Meetings to look at attainment, targets and progress Fill in overview of SPTOs covered so far in children's books (KS1) | Clear overview of present attainment through SPTO (SAP1 and SAP 2). Pupil Progress Meetings to look at attainment, targets and progress Fill in overview of SPTOs covered so far in children's books (KS1) |
| | 8.4 Use of resources in | Ts to use a range of resources in carpet time to expose children to different ways of understanding/consolidating their maths learning. | Children to be accessing resources they need to help them independently. | |



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|-----|---------------------------------|--|--|----------------|
| | learning to help embed concepts | Cuisenaire training for any staff not confident (HS). Bee Bots purchase for KS1 shared resource. Mathematics: ensure all children have codes at home, enable children to use at school, someone to update App every week (TA?) | Mathematics: look at usage Resources review | |

| Monitoring and Evaluation: Maths Subject Leader (SL) Teachers (T) Teacher Assistants (TA) | | | |
|---|-----------------|----------------|----------------|
| | Terms 2 2016-17 | Term 4 2016-17 | Term 6 2016-17 |
| 8.1 Planning | | | |
| 8.2 Greater Depth | | | |
| 8.3 Marking and Assessment | | | |
| 8.4 Use of resources in learning to help embed concepts | | | |

