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| **Links:** Research and SIP | * **EEF:** Improving Mathematics KS2 - (recommendations 1 - 8) * **EEF:** Improving Mathematics in the Early Years and Key Stage 1 (recommendations 1 – 5) * **School Improvement Plan:** Quality of Education Implementation 1/3, Quality of Education Impact 2/3, Personal development 1, Leadership and Management 3 and Quality of Early years education 1/2 | | |
| **PRIORITY ONE:** Ensure 79% of KS2 pupils reach maths ARE | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***79% of KS1/2 pupils are broadly in line or better by July 2022***  Link to SIP: QE Implement 1/3  QE Impact 2/3  EEF EYFS/KS1: 2-5  EEF KS2: 1-7 | **Currently: EOY Summer 2021 for maths combined R to Y2 – Exp/Exp+ 74% Exp/Exp+ Y3 to Y6 – 87%**  *(R: 80%, Y1: 65%, Y2: 76%, Y3: 79%, Y4: 87%, Y5: 82% and Y6: 84%)*   * Performance management has a clear goal on ARE for maths in the autumn term to be broadly in line or better by July 2022. (to be revisited each term to check children’s progress) PUMA/White Rose Assessments * Analysis of previous year’s data – staff to be made aware of targeted children – first quality teaching and intervention for identified children. * Regular revision of this data and assessment of impact - first quality teaching and intervention identified children. * Review Maths progress by year group each term using the Pupil Progress Meeting data – Investigate/plan next steps for any significant increase in number of children working below expected or at cusp. * Regular learning walks/book scrutiny – teaching is at least good. * Maths planning shows a range of activities (variation and use of CPA – concrete, pictorial and abstract) challenging and supporting children. Staff Meeting in Autumn to share ideas * Working walls in use and to reflect current learning with current maths vocabulary. * Analyse data (book look and termly summative assessments – White Rose Maths assessment (KS1/KS2), Arithmetic and Mental Maths) to confirm that MA pupils, Average pupils and LA pupils are making consistently good progress from their starting points (termly) and are in line to reach ARE or more than. PUMA tests termly for KS2 2021 - 2022 * Keep governors and SLT up to date with data analysis. | KWH (Year 5 teacher, KS2 lead and Maths lead)  CM/SF(EYFS)  EM (Year 1 teacher)  CB (Year 2 teacher)  HW (Year 3 teacher)  AJ (Year 4 teacher)  KR (Year 6 teacher)  AMc (Maths Governor)  DS (Headteacher) | **Key school indicators of success:**  79% of KS1/2 pupils are broadly in line or better by July 2021. |
| **PRIORITY TWO:**  To ensure consistent practice across school | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***Ensure there is consistent practice across school***  Link to SIP: QE Implement 1/3  QE Impact 2/3  EEF KS2: 1 - 7  EEF EYFS/KS1: 1, 2 | * Staff meeting time to recap small steps – sequencing White Rose blocks with recap lessons to address lost learning from previous year groups and Ready to Progress documentation (NCETM) * Recap progression across year groups – staff meeting - to ensure correct progression/sequencing progression documents online on Maths web page (staff meeting). * Vocabulary Progression – evident on maths working walls/in planning and in children’s books * Maths Working Walls – up to date/vocabulary evident and children using the WW – keep up previous learning so children can refer to it. (Maths Lead to conduct pupil voice about how they use the maths tables/areas/walls/manipulatives * Share maths non-negotiables (lessons and books) in autumn staff meeting * Use of spaced learning/retrieval practice for basic skills and prior learning (previous units and learning from previous year groups) – evidence in books * Audit of staff subject knowledge & training needs * Audit maths resources/Purchase more concrete resources. * Learning Walks/Book Scrutiny (Head/Maths Lead/Maths Governor) * Regular pupil progress meetings. * Pupil voice. * Ready to progress trackers completed for each year group | KWH (Year 5 teacher, KS2 lead/Maths lead)  CM/SF (EYFS)  EM (Year 1 teacher)  CB (Year 2 teacher)  HW (Year 3 teacher)  AJ (Year 4 teacher)  KR (Year 6 teacher)  AMc (Maths Governor)  DS (Headteacher) | **Key school indicators of success:**  Teaching of maths is consistent in all classes/across the school. |
| **PRIORITY THREE:**  To ensure all children will achieve expected progress from their starting point | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***All children will achieve expected progress from their starting point***  Link to SIP: PD 1/L&M 3  QE Implement 3  QE Impact 2/3  EEF KS2: 1 - 7  EEF EYFS/KS1: 2 - 5 | * Pre-teaching to PP and lower attainers * Put in place interventions to close gaps that have widened * Data analysis (SEN/PP) * Termly assessment (SEN/PP/HA) * Book looks * Use of spaced learning/retrieval practice for basic skills and prior learning (previous units and learning from previous year groups) * Use NCETM curriculum prioritisation (ready to progress documents) – classroom resources to support children’s learning | KWH (Year 6 teacher, KS2 lead and Maths lead)  All teaching staff | **Key school indicators of success:**  Targets for end of year will be met  GD attainment will increase  Proportion of PP children who make at least good progress will be increased |
| **PRIORITY FOUR:** To continue to promote mathematical language throughout school | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***Promote the use of mathematical language throughout school***  Link to SIP:  QE Implement 1  QE Impact 2/3  EEF EYFS/KS1: 2  EEF KS2: 3/4 | * Maths working walls and maths areas – vocabulary rich. * Learning walks – monitoring of the learning environment half termly. * Mathematical language used cross curricular. * Maths Dictionaries for each class to be accessible at all times * use of ‛sentence stems‛ in maths * Books to show evidence of children answering in full sentences when reasoning | KWh  All teaching staff | **Key school indicators of success:**  Maths vocabulary is promoted throughout school |
| **PRIORITY FIVE:** To develop cross curricular links | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***To develop cross curricular links***  Link to SIP: QE Implement 1 | * Explore and develop cross curricular links with history, music, art, geography, science, PE (active maths), computing etc – annotate White Rose Maths overview with cross curricular links * Mathematician focus in KS1 and KS2 (Maths Week November) * Ensure children are using mathematical vocabulary and are clear on which mathematical skills they are using. * Show cross curricular links from different year groups on school website and display at school. * <https://www.stem.org.uk/cross-curricular-topics-resources>. | KWh  All teaching staff | **Key school indicators of success:**  Ensure children are using mathematical vocabulary and are clear on which mathematical skills they are using in other subjects |
| **PRIORITY SIX:**  Raise the profile of maths throughout school | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***To raise the profile of maths throughout the school*** | * Maths Week (8 – 12th November) * Times Tables RockStars/Numbots * Active Maths * Maths Challenge Page on School Website * Primary Maths Challenge (20 x HA children - November 2021) | HT  KWh  All teaching staff | **Key school indicators of success:**  Engagement and enjoyment of maths celebrated and shared with parents and wider school community |
| **PRIORITY SEVEN:**  Embed the new statutory framework for EYFS (maths) | | | |
| Goal | Milestones | Staff Responsibilities | Impact on Pupils |
| ***To embed the new statutory framework for EYFS (maths)***  Link to SIP: QE Implement 1  QE Impact 2/3  EEF EYFS/KS1: 1 | * EYFS lead to complete the maths Baseline (Autumn term) – share with Maths lead/HT * EYFS to use White Rose SOL (in-line with the new framework) * Improve Maths Outdoor area * Maths lead to work closely with EYFS lead – full understanding of new framework and what is expected * Develop EYFS teachers understanding of mathematics   Early Math Collaborative (Erikson): <https://earlymath.erikson.edu>  NCETM: <https://www.ncetm.org.uk/in-the-classroom/early-years/> | HT  KWh  EYFS teaching staff | **Key school indicators of success:**  New statutory framework for EYFS (maths) is embedded |



