MEXBOROUGH St JOHN’s the BAPTIST PRIMARY SCHOOL

Maths Action Plan 2018-19

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|  | **EofY Targets** | **Mid-year Review (Assessment point 2)** | **Actuals** |
| **Overall Effectiveness** | | | |
| **Y1** | **A+ : 80%**  **GD :20 %** | **A+: 79.3%**  **GD : 20.7%** | **A+:%**  **GD : %** |
| **Y2** | **A+:80 %**  **GD :20 %** | **A+: 79.3%**  **GD : 27.6%** | **A+:% (%)**  **GD : %** |
| **Y3** | **A+: 80%**  **GD : 25%** | **A+: 78.6%**  **GD : 25%** | **A+: %**  **GD : %** |
| **Y4** | **A+:85 %**  **GD :20%** | **A+:80.8 %**  **GD : 15.4%** | **A+: %**  **GD : %** |
| **Y5** | **A+:75 %**  **GD :25 %** | **A+: 68.2%**  **GD :27.3 %** | **A+: %**  **GD : %** |
| **Y6** | **A+:85 %**  **GD : 25%** | **A+: 69%**  **GD: 27.6%** | **A+: %**  **GD : %** |

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| **Vulnerable groups** | **End of Assessment block 1** | **End of Assessment block 2** | **End of Assessment block 3** | **End of Assessment block 4** |
| **Outcomes for Pupils** | | | | |
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| **Impact / Evaluation:** |  |  |  |  |
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| **Subject Priorities** | | |
| **Objectives** | **Action** | **Impact** |
| **1. To develop greater depth maths across school with a focus on: Supporting and guiding staff in effective teaching, planning and assessment of the mastery curriculum.**  **Improving children abilities and confidence in using and applying of Mathematics skills and problem solving in daily mathematics lessons.** | * Continue to embed the use of White Rose Maths materials through school with a focus on GD teaching enabling GD children to draw on other resources and show in different ways.   Assessment sheets will be implemented in years 3/4/5/6 showing separate greater depth skills.  Look into ways of pushing more able children  to achieve GD by using FFT to accurately  identify pupils. Use of TA/talk time and  purple bubbles to develop mathematical  language needed for GD   * Staff meeting to be held focusing on GD teaching. * Raise the profile of differentiation, progression and challenge, with the importance of catering for all learning needs this will be completed by making sure staff are aware of how to use the steps in maths.   Staff meeting will be conducted to ensure staff are aware of what GD looks like within school. This will ensure that staff are aware of how to achieve greater depth themselves and can use this knowledge to ensure children are receiving GQFT.   * New ideas from maths training, moderation or from learning walks to be shared with all of the team during staff meetings and implemented across other year groups. Use of Working Wall consistently and appropriately will be monitored. This will enable us to identify any support needed. * Work scrutinies to be carried out highlighting development areas leading to CPD for staff. * Data analysis at each assessment point leading to targeted support as necessary. * To work alongside GB to develop a consultancy profile that works alongside JMAT. * A new maths assessment tracker that links with White Rose small steps to be developed and rolled out to years 1-5. * A whole school approach to improving the maths environment around school ensuring it is topic specific, updated regularly and appealing to the children. Term 2. This is so that the children can understand how maths fits into everyday life .This will be done by sharing good practice, learning walks and pooling resources. | **Autumn – Staff meeting delivered on Problem Solving and reasoning. Book scrutinies completed to ensure greter depth is being targeted in class for all levels. Learning walks conducted and ideas shared for resources to be available at all times for all learners. Assessment tracker started to be developed.**  **Spring –**  **Summer -** |
| **To achieve fluency in number facts and times tables recall.** | * Daily Oral/Mental starters to focus on number facts and times tables linked to the national curriculum cohort expectations. A staff meeting will be shared with staff detailing good ideas and enabling staff to share resources. A bank of good quality resources will be made available on the staff server so that staff can access them for ideas. Drop in and pupil voice will be used to monitor progress and effect. * Support staff to develop a bank of effective number facts and times tables activities. * Times tables to be displayed around school to ensure consistency each class will focus on their current and previous year. * Capitalise on opportunities around school to recite number facts and tables e.g. lining up, daily mile. Dinner ladies will be training to encourage children to count during games at lunch time. A bank of games and resources will be developed an staff drive to enable staff to keep in fresh. Dojos will be issued for any children seen using times tables outside of the classroom. * Maintain interest through a range of reward systems. * Explore the use of Rockstars in order to prepare children for the fast pace of the new times table test. TTRS will enable children to practice quick recall of tables at the level that is appropriate for them. Each child will receive a log on that can also be accessed at home and whole school/class/group challenges can be implemented to make learning table fun and interactive. **Aut 2** | **Autumn – Morning starters in maths to be implemented in every class for 15 minutes every morning targeting times tables (ecluding year 3 who are focusing on gaps)**  **Time table rock stars has been purchased and rolled out to all classes (y1-y6)**  **Spring –**  **Summer -** |
| **To consolidating and enhance the whole school approach to using manipulatives and bar modelling to improve conceptual understanding in the key areas of Mathematics.** | * Staff to be clear as to how manipulates and visual images can support teaching and learning in all age ranges and how they can be used effectively in their year groups. Staff meetings will be held to provide information, practical ideas for teaching and learning maths and moderation opportunities. * Children to be increasingly confident in using these varied manipulatives and know how to use them to represent numbers and calculations. Pupil voice and lesson observations will be conducted to assess children’s thoughts and opinions. * Children to be able to talk about their maths learning and the representation they have created using either manipulatives or the bar model. This should be linked to the working walls and be representing of what the children are currently learning. * Children to independently choose the best manipulative for their problem solving. * Parent workshops and stay and share sessions to be offered in order to provide parents with an insight into what is needed for the children to succeed when following today’s curriculum in maths. | **Autumn – Concrete resources were purchased for all classes. Ideas for resource tables shared amongst staff. Drop ins conducted to see if pupils are using concrete resources comfortably. Stem sentences shared with staff and used on displays. Book scrutinies carried out each half term with SLT and feedback given to staff with follow up book looks to see actions. Drop in carried out by SLT over term 1 feedback given on overall teaching seen**  **Spring –**  **Summer -** |
| **NPQSL project to be carried out with a focus on developing Greater Depth across school.** | * Workshops to be completed focusing on GD and Challenge of pupils. * Stem sentences to be displayed consistently in each classroom to encourage children to use the correct language. * Drops in and book scrutinies to be carried out to show what is already happening in classes and where the journey needs to take us. |  |