

Church Cowley St James Church of England Primary School

Enhanced Action plan for Maths

2016/17



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| | <p>accurate so that they are making expected or more than expected progress</p> <ul style="list-style-type: none"> • Lead whole school staff training and drop-in sessions on using the Assessment Continuums and Calculation Policy to support personalised planning | | 1x per term | | <p>and 25% are making more than expected progress</p> <ul style="list-style-type: none"> • 90% of all pupils make expected progress from KS1 to KS2 • 90% of pupils make expected progress from EYFS to KS1 • Teacher skills and knowledge improved which will result in improved outcomes | |
| <p>70% of children to reach CCSJ expected attainment standard at the end of each academic year</p> <p>(Particularly boys and pupils with PPG)</p> | <ul style="list-style-type: none"> • Work with RE to analyse data and identify progress against curriculum strands and interim frameworks- Identify pupils who are not on track to make expected standard for attainment • Support teachers to medium term planning, identifying pupils next steps to ensure 70% of pupils make the expected standard for attainment • Monitor pitch and scaffolding through learning walks, book looks and planning scrutinies, ensuring regular and effective feedback to staff- Focus on boys and PPG- ensure pitch is accurate so that they are reaching the expected standard for attainment • Lead whole school staff training and drop-in sessions on using the Assessment Continuums and Calculation Policy to support personalised planning | CW/Phase leader/SLT | <p>Termly</p> <p>Termly from March 2017</p> <p>Ongoing</p> <p>1x per term</p> | <p>Subject leader time- 1.5 hours per week</p> <p>Staff meeting time</p> | <ul style="list-style-type: none"> • 70% of children to reach expected for attainment standard at the end of each academic year • 80% of children making expected progress, identified children to make more than expected progress | |

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| <p>To develop teacher's skills and knowledge (teaching of maths) so that 70% of lessons are good or better</p> | <ul style="list-style-type: none"> • Learning walks and book scrutiny focused around teaching of key skills , use Assessment Continuums to ensure work is appropriately challenged for all pupils • Identify teacher training needs through learning walks and books scrutinies. Make suggestions for additional training or support • Work with RE to analyse data and identify progress against curriculum strands – with <i>fractions and multiplication and division</i> being the focus strands • Organise whole staff CPD for teachers to target key areas of the curriculum where teachers need additional training to improve their knowledge of teaching key concepts • Lead staff training on using the Calculation Policy to plan for all groups of pupils. Ensure there is a consistent approach to calculations across the school • Lead whole staff training for teachers based on identified training needs and after school drop in sessions to support the teaching of key skills or calculations | <p>CW + SLT</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Autumn term</p> <p>Ongoing</p> <p>Every 3 weeks</p> <p>Termly</p> | <p>Subject Leader time – 1.5 hours per week</p> <p>Drop-in session time – 1 hour on a fortnightly basis</p> <p>Abacus – £1215 per annum</p> <p>Resources</p> <p>External CPD</p> <p>Maths budget - £5,000</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Planning scrutiny • Pupil voice • Data analysis • Teacher questionnaire - skills and knowledge | <ul style="list-style-type: none"> • Coverage of the National curriculum for Maths - children to have been taught key skills to be built upon in the next year group • KS1- 75% of children at or above expected level for the KS1 assessments • KS2- 55% ^{^65%} (10% exceeding ^{^18%}) • 80% of children are making expected progress and 25% are making more than expected progress • 90% of all pupils make expected progress from KS1 to KS2 • 90% of pupils make expected progress from EYFS to KS1 • Teacher skills and knowledge improved which will result in improved outcomes | <ul style="list-style-type: none"> • Through monitoring it has been identified that teacher skills and knowledge for teaching calculation have improved, this is evident in pupils books • Teachers are beginning to use the calculation policy and the continuums to plan for pupil small next steps • Through monitoring and data it been identified that multiplication is an area for development- this is the whole school focus for big maths and for staff CPD |
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| <p>To ensure that all children are challenged appropriately particularly higher able, PPG and boys</p> | <ul style="list-style-type: none"> • Lead staff training with a focus on using the prerequisites to plan for children’s small next steps in their learning • Lead staff training, with a focus on using the Calculation Policy, to support planning for individuals • Work with Phase Co-ordinators to monitor planning / conduct learning walks and book scrutinies focused around work that is matched to pupils next steps • Work with RE to monitor effectiveness of marking and feedback and ensure marking is targeted to pupils next steps • Work with KD to lead planning drop in sessions for staff to support with planning for children’s next steps using the Assessment Continuums to support • Moderate Maths in topic books to ensure all work is personalised to children’s next steps • Monitor through learning walks, book looks and planning scrutinies, ensuring regular and effective feedback to staff | <p>CW + SLT, Phase Co-ordinators</p> | <p>September 2016</p> <p>September 2016</p> <p>Ongoing</p> <p>Bi-weekly</p> <p>Termly</p> <p>Termly</p> <p>Ongoing</p> | <p>Subject Leader time – 1.5 hours per week</p> <p>Staff meeting time – 2 x staff meetings</p> <p>Drop-in session time – 1 hour on a fortnightly basis</p> <p>Additional resources to support groups or individuals</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Learning walks • Book scrutiny • Planning scrutiny • Pupil voice • Data analysis | <ul style="list-style-type: none"> • Books will contain an appropriate number of fix it boxes • Books will contain next steps to consolidate / move children’s learning on • Evidence of use of the Assessment Continuum and Calculation Policy will be clear in planning • Attainment throughout the different groups will be raised to ensure that 80% of children are making expected progress and 25% are making more than expected progress | <p>Next step:</p> <ul style="list-style-type: none"> • INSET planned for January focused around personalised learning- planning for pupil small next steps and use of resources to support all learners. • Following AP1- CW and HR to meet with RE to look at specific stands and groups that need developing/monitoring CW to develop at short term action plan with a focus for monitoring |
| <p>To develop and monitor the teaching of Big Maths to improve standards in Arithmetic tests across the school</p> <p>KS1 75%</p> <p>KS2 55% ^65% (10% exceeding ^18%)</p> | <ul style="list-style-type: none"> • Design a clear set of slides for teachers to base their Big Maths sessions around with a focus on arithmetic to enable pupils to develop quick and effective methods to solve calculations • Lead whole staff training and drop-in sessions to model the teaching of Big Maths focussed around pitch to improve outcomes • Conduct learning walks to monitor Big Maths sessions, providing teachers with effective and timely feedback • Monitor, through learning walks and slide looks, the pitch of Big Maths sessions to ensure all children are appropriately challenged | <p>CW + SLT</p> | <p>September 2016</p> <p>July 2016/ Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Subject Leader time – 1.5 hours per week</p> <p>Staff meeting time – 2 x staff meetings</p> <p>Drop-in session time – 1 hour on a fortnightly basis</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Monitoring of Big Maths slides • Learning walks • Pupil voice | <ul style="list-style-type: none"> • Child questionnaire focussed around place value, number facts and memorisation • Clear evidence from learning walks that Big Maths is being taught regularly which has resulted in 80% of children making expected progress and 25% making more than expected progress • 50% of Year 5 and 6 children score 50% or higher in the Year 6 Arithmetic test | <p>Impact:</p> <ul style="list-style-type: none"> • In 80% of classes big maths is taught daily • It is evident from learning walks that is a greater focus on children developing fluency to assist calculations <p>Next step:</p> <ul style="list-style-type: none"> • Ensure Year 2 and 6 big slides provide pupils with a broader spread of mathematical skills |

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| | <ul style="list-style-type: none"> • Ensure teaching of Big Maths in Year 2 and 6 is linked to skills for arithmetic from the Interim Framework • Work with RE to analyse data and monitor effectiveness of the teaching of Big Maths | | Ongoing | | | |
| To embed Maths across the curriculum | <ul style="list-style-type: none"> • Identify which areas of Maths would fit into topic / Science lessons appropriately and share with teachers • To use topic and Science lessons to cover key areas of Maths such as statistics • Work with HH to model and develop ideas for Mathematical thinking within topic lessons • Train subject leaders on how to monitor for Maths within topic and Science books - attend curriculum leader meetings termly to monitor coverage of Maths in topic and Science lessons | CW + HH | Ongoing July/September 2016 Ongoing Termly | <p>Subject Leader time – 1.5 hours per week</p> <p>Subject leader time – 1 x subject leader meeting</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Monitoring of topic and curriculum books • Monitoring of topic and Science planning • Pupil voice | <ul style="list-style-type: none"> • Work will be evidenced in 'Topic' and 'Curriculum' books • Topic and Science planning will include examples of Mathematical knowledge and thinking • Pupil questionnaire focussed around Mathematical thinking | <p>Impact:</p> <ul style="list-style-type: none"> • Data handling now taught across the curriculum, moreover in science lessons |
| To ensure that all teachers are setting purposeful and personalised Maths homework 90% of the time | <ul style="list-style-type: none"> • Identify children who do not have access to the internet at home to ensure they receive paper copies of the internet based activity • Monitor through homework book looks and the Abacus website the regularity of Maths homework being set • Add a differentiated 'Homework' section to the Maths planning format • Inform teachers of the expectation with regards to the setting of Maths homework • Lead a staff drop-in session on how to set homework via the Abacus website and how create a paper version for children who do not have internet access | CW, Phase Co-ordinators + SLT | Ongoing | <p>Subject Leader time – 1.5 hours per week</p> <p>Drop-in session time – 1 hour on a fortnightly basis</p> <p>Monitoring:</p> <ul style="list-style-type: none"> • Monitor of homework books • Planning scrutiny with a focus on the 'homework' section of the plan • Pupil voice | <ul style="list-style-type: none"> • Evidence of homework being set on the Abacus website and/or in homework books • Pupil questionnaire focussed around homework • Parent questionnaire focussed around homework | <p>Impact:</p> <ul style="list-style-type: none"> • All classes are setting maths homework online <p>Next step:</p> <ul style="list-style-type: none"> • To ensure homework is appropriately challenging for all children • CW to look into getting homework workbooks for children |