

Action Plan for Numeracy – 2017-18

Key Issue: <ul style="list-style-type: none"> To improve attainment in maths especially with underachieving pupils, and vulnerable groups. To implement and embed a consistent form of assessment across the whole school Marking and planning to be consistent across the school. Ensure targets are personalised and match assessment systems in place To raise the profile of maths across the school and with parents 		Success Criteria: <ul style="list-style-type: none"> All groups of learners make at least good progress, at least 4 aps Planning is clear, concise and matched to the needs of all groups of children. HA children make good progress. Targets are personalised and meaningful and are clearly linked to ARE Maths interventions are impacting progress of under achieving or vulnerable children. Girls make increased progress across KS2 Parents feel supported and are involved in their child’s learning in numeracy All teachers are using teachers assessment to check gaps in learning, inform planning and adapt subsequent lessons. Teacher assessments are accurate and informed All children, parents and staff feel confident and are enjoying maths 					
Links to SDP: To further develop and embed a new curriculum which is inspiring, engaging and relevant to all pupils: 1, 2 ,3 To continue to develop and improve the quality of teaching and learning across the school: 5, 6 Creating effective assessment procedures, removing levels: 7 To continue to review, revise and improve strategies and provision to narrow the gap for vulnerable groups of pupils: 10							
Target	Work to be carried out (actions)	Action by who	Target date and cost	Outcome	Monitoring	Evaluation	
1	Planning is based on a mastery curriculum and matched to the needs of all learners	Share updated White Rose planning resources as they are published. Establish links with Busy Any resources and NCETM. Support all staff with planning using White Rose resources and using a mastery approach. Monitor planning termly. Pupil conferencing and learning walks to assess impact. Attend Somerset and BaNES network meetings and share resources and ideas. Take part in further Batter Maths Project sessions (3 planned throughout 2017-18). Share resources and ideas through further INSET training and staff meetings. Support the progress of HA children to Greater Depth by appropriate challenge within the planning.	JC		All staff are confident with a mastery approach and use White Rose planning and resources, in conjunction with current Busy Ant text books. Planning is focussed on the needs of individual classes and reflects a mastery approach. Children make good or better progress and meet ARE.	JC SLT	
2	Assessment is matched to ARE and used consistently throughout the school	Staff use SPTO to track progress. Monitor and refine use of target setting across the school to maintain consistency. Children are aware of their weekly targets and respond to them. Promote reflection time by all children. Moderation meetings within Key stages and across the school to promote consistent judgements. Moderation of work against ARE with other schools Trial White Rose assessment resources alongside NFER assessments to support judgements of ARE. Staff are supported with assessment Continued attendance SL at cluster group and Somerset schools meetings. Establish a maths focus for each term related to an aspect of number and used to refine termly work scrutiny and compare examples of work across the school more closely. Explore potential for further moderation within Network Cluster schools.	JC		Moderation of ARE judgements for maths is consistent across the school Judgements are made from teachers assessment over a range of work NOT a one off test (however these may be used to help inform judgement). Staff are confident and can make informed judgements.	JC SLT Teaching staff	
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	Target	Work to be carried out (actions)	Action by who	Target date and cost	Outcome	Monitoring	Evaluation
3	Progress is good or better for underachieving and higher ability children	Continue Third Space Learning interventions, targeting under-achieving children. Continue Better Maths Project. Focussed catch-up support through KS2 Tuesday – Friday mornings with SC and JW Monitor effectiveness of Third Space Learning intervention by test results and pupil conferencing. Share TSL resources and approaches with staff in INSET training. Ensure all staff have access to resources and CPD training through the TSL hub. Continue to participate fully in The Better Maths Project. Share resources and ideas through staff training and monitor use. Provide intervention to support under-achievement in KS2 girls. Support interventions to challenge HA pupils across the school.	JC SM		Outcomes are embedded in the school's improvement plan and the school is very aspirational for all its pupils but particularly pupils with SEN/D. Teachers to provide opportunities within and outside lessons to make sure key concepts are re-taught and embedded for key learners who are struggling Leadership at all levels is strongly focussed on achievement, particularly for lower attaining pupils, there is a relentless drive at all levels to ensure pupils make accelerated progress.	JC SLT	
4	Promote the use of concrete apparatus in maths teaching throughout the school	Further training using the bar model from JC. Monitor to ensure that this is a consistent approach used throughout the school. Purchase Numicon resources for Y3 and 4 to support whole class and intervention groups. Further resource audit throughout school. Review central storage of resources. Create a list of what is where, allowing teaching staff access to a greater range of resources.	JC SLT Staff		Staff know where to find our resources. Resources are used. Children have ownership of whether to use resources and how to use them appropriately.	JC SLT	
5	Raise the profile of maths – promote a can-do attitude	Continue 'Stay and ...' sessions on a termly basis. Consider the use of time before the session to support parents with maths. Investigate theme weeks. Provide challenging problem solving activities and support class teachers and children to develop a can-do approach to problem solving and mathematical investigation. Monitor and consider further opportunities for maths across the curriculum. Investigate theme week / day.	JC		Children enjoy maths and progress is evident. Maths is evident in books across the curriculum.		
6	Pupils are confident to recall appropriate number facts – instant recall of times tables facts	Olympic maths focus continues Raise profile by rewards in celebration assembly Inter-house competition Percy Parker Take part in Barvember using White Rose bar modelling resources. Raise the profile of times tables further – prepare for times tables online test to be introduced in 2019. Investigate and start Times Tables Rockstars.	JC CC		Children move through the stages of Olympic maths challenge.		

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7	TA subject and assessment knowledge	<p>TA conferencing – identify strengths and development areas / needs / wants.</p> <p>CPD – based on needs and wants.</p> <p>TA meeting – numeracy marking and giving feedback to children.</p> <p>Learning walk – focus on TAs in numeracy – how being used, what they are doing.</p> <p>Further conferencing – impact of sessions and who needs additional support.</p> <p>Plan to share by pairing and working together to highlight good practise currently within the school.</p>	<p>TA</p> <p>JC</p> <p>SC</p> <p>SLT</p> <p>Staff</p>	<p>SL Time</p> <p>TA Training?</p>	<p>- All TAs to pass their basic skills in Numeracy</p> <p>- All TAs are confident with their numeracy skills and have a clear understanding of strategies and key concepts.</p>	<p>JC</p> <p>SLT</p> <p>TAs</p>	
8	Marking is clear and set against success criteria	<p>Continue to monitor via work scrutiny.</p> <p>Support for new staff.</p>	<p>JC</p> <p>SLT</p> <p>Staff</p>	<p>T6</p> <p>T4</p>	<p>- Differentiated success criteria is used to inform marking feedback.</p> <p>- Marking is consistent across the school and staff are confident with marking and given the opportunities to share books and practice.</p> <p>- Children are given the time to respond to feedback and this time is planned for.</p> <p>- Children can clearly see and explain the areas of success and areas for development.</p>	<p>JC</p> <p>SLT</p>	