

SCHOOL ACTION PLAN MATHS 2022-23

Objectives:

P1. To embed mastery maths across all year groups

P2. To ensure that daily fluency sessions impact on rapid recall of maths facts relevant to each stage (i.e. subitising, addition and subtraction facts, m

P3. To ensure that the curriculum is designed to incorporate missed learning due to COVID-19 and reduce the gap between PP and non-PP (number sense & interven-
tions)

P4. To ensure that challenge is evident through the pitch of learning in each sequence of lessons



ACTIONS:	Success Criteria & IMPACT	Autumn 2022	Spring 2023	Summer 2023																		
P1. NM , NC, SC & LJ working with other staff across school Working in school as a group to implement maths delivery is a mastery approach Planning scrutiny Ensure whole school adoption of White Rose materials is evident as begun in September 2020. All staff from Year 1-6 to be using the progression maps for planning and marking off objectives covered NM and JG (consultant) to work with Year 1 (and other year groups) NM to run parent workshops to ensure parents can support children at home	• All staff confident delivering good lessons with the use of manipulatives and pictorial representations (observations, pupil interviews) • Children in all classes are aware where resources are in their classrooms and feel confident to access them when needed (pupil interviews, ambassadors) • Working group will meet at least once a term to discuss maths across the different phases • Progression maps to be marked off with objectives covered to be passed to next year group at the end of the year.	Work group meeting to set up actions in phases for this term. Order resources.	Evidence of use of manipulatives/pictorial images in observations <table><tr><td>N</td><td>R</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table> Work group meeting to review	N	R	1	2	3	4	5	6	Pupil interviews Work scrutiny– evidence in books of mastery approach Work group meeting to review the year and plan for subsequent year										
N	R	1	2	3	4	5	6															
P2 & 3. Monitor timetables to ensure number sense (fluency) is clearly being taught daily in addition to maths lessons Drop into fluency sessions during observations Planning scrutiny – ensure fluency is clearly shown in planning and progression is shown. Planning should be evident for additional number sense sessions Y1 to continue use of Numberblocks to aid number sense and show continuity from F2 (Y2 if appropriate) F2 and KS1 to use magnetic tens frames regularly Ensure the number sense progression map is being used as a planning tool in KS1 SD, PB & CM to deliver 1stclass@number interventions Brainy breakfast and tea to target PP children falling behind	• Improvement in results for Year 4 times tables screening test (at least 80% achieving the expected standard) • Reminder of expectations of number sense sessions delivered at staff meeting (July 2022) • Evidence that fluency has been put into place in all classes when observations take place (Spring 2023). Evidence of lessons taking place in planning scrutiny (Autumn 2022) • At least 85% of children from Year 1 are confident with the 85 addition facts • At least 85% of pupils leaving Year 2 will be confident with the 121 addition facts • Children taking part in 1st class interventions make at least 9 months of progress as assessed on the Sandwell assessments	KS2 times tables booklets/stickers/trackers KS2 TTRockstars used (especially in Years 4-6 who have ipads) <table><tr><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	3	4	5	6	All children in Year 1-3 have an individual 121 facts sheets to mark off facts they know <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table> Fluency evident in maths observations and planning <table><tr><td>N</td><td>R</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table> Maths ambassadors used to support fluency in KS1 and LKS2	1	2	3	4	5	6	N	R	1	2	3	4	5	6	Year 1 (85) and Year 2 (121) fluent completion of addition facts (85%) Children not meeting this identified to new class teacher Year 4 times tables check. (80% pass)
3	4	5	6																			
1	2	3	4	5	6																	
N	R	1	2	3	4	5	6															
P4. Jane Gill and NM to carry out review of pitch for HA chn (spring term) Planning scrutiny– ensure E&E questions challenge HA Observations to focus on pitch and GDS Discussion with Y2 staff about how to raise GDS %	• Increase in % of chn reaching GDS in each year group, particular focus on end of each KS (2022- KS1 15%, KS2 25%) • GDS children identified and evidence in books that they consistently reach E&E questions in book scrutiny	NM to identify GDS chn in each class Book scrutiny of GDS books to monitor pitch & expectation	JG & NM review pitch for HA Observation focus on GDS chn	Pupil interviews/ book look with identified HA chn in each year group Review SATs data																		