Mathematics Action Plan 2023-24

School Improvement Plan

Bonneygrove Primary School
School Improvement Plan 2023-2024
Updated 02/08/2023

Priority 1: Quality of Education	Priority 2: Curriculum Development
To improve the quality and consistency of teaching and learning across the school to raise standards and improve outcomes for all. Explicit and clear teaching steps to meet the needs of all children through clear instructions with explicit outcomes. To improve the teaching profile from Good to Outstanding.	To embed the curriculum further through subject leaders thorough understanding of their subject across the school, how it can be developed yearly so that all children make substantial progress in all (foundation) subjects and understand the value of their learning on their current and future lives.
Priority 3: Pupil Premium and SEND support	**Priority 4: Development of Mathematics**
Closing the gap in performance outcomes with PPG and SEND children. Careful tracking of prior attainment groups in every year group and specific milestones /targets set with areas of opportunity based around well-structured and delivered interventions. All children will be tracked to ensure any interventions are evident from the outset. All SEND children will make accelerated progress from their starting points and will be afforded one to one or small group support where EHC or need requires.	Development of mathematics to improve outcomes across the school. Use of data and GAP analysis to promote outcomes for PPG and SEND children. Development of fluency and mental mathematics throughout the school. Development of teaching mathematics throughout the school – ensuring CPA process is used as a matter of course. Development in the use of TAs across the school to support learning, progress, and attainment. MTC to be rigorously supported by class teachers and Mathematics Leader.
Priority 5: Personal Development of Children and Adults	**Priority 6: Reading**
Promote the extensive personal development of our pupils through a wide, rich set of experiences (various clubs in school). Opportunities for pupils to develop their talents and interests are of exceptional quality through sponsorship, There will be a strong take-up by pupils of the opportunities provided. The most disadvantaged pupils consistently benefit from this excellent work provided and supported by the school. The school will provide rich experiences in a coherently planned way, in the curriculum (fifty things to do before leaving Bonneygrove) and through extra-curricular activities, and all staff strengthen our school's offer of activities and clubs. Staff and club organisers will always focus on the school's six values: **Resilience - Honesty - Ambition - Creativity – Kindness and Inclusion.**	To provide targeted support for less able readers. Particularly the lowest 20% of readers, by ensuring all staff have sufficient knowledge and experience of the phonic teaching programmes used to develop early reading skills. Provide Key Stage One and Key Stage Two staff with specific phonics training, and ongoing CPD, so they are equipped to provide pupils with appropriate support and guidance as they move through Key Stage Two. Read for Twenty in each year group and a focus each half term on one of the content domains 1a-1e and 2a-2h. 'Bug Club' to be used daily by all children in school and at home. Classes to visit libraries at least once per week.

RAG rated	Green- Fully Completed – Orange- Working on but not fully completed – Red -not yet started						
What do I want to achieve? **OBJECTIVE**	**What do I need to do to achieve the objective?** **ACTION**	**How will I achieve the objective?** **SUCCESS CRITERIA**	**What support will I need to give others to achieve the objective in a timely manner?** **WHEN / HOW**	**What group of people or individual will undertake the objective?** **WHO**	**What resources are required to support me meeting the objective?** **COST**	**After completion of objective what are my expectations?** **INTENDED OUTCOME**	
Improve the quality and consistency of teaching Mathematics.	SL to monitor PUMA to identify the children that are below National average Children working below National expectations to work on same topic – look at previous year objectives/ tasks. Monitor and analyse insight regularly to search for patterns. All teachers to complete end of block assessments to use as part of assessment.	Chn to begin to close the gap by making accelerated progress Chn to become secure on number and operations Chn to become more confident at using strategies to support their reasoning Teachers to be using insight to identify gaps Children will be confident and more positive about Maths	**Observations** (Termly) **Pupil Progress** (Termly) **English Learning Walk** (Termly) **Analyse Data** (Termly) **Pupil Interviews** (Termly) **Check Insight** (Half-termly)	All Teaching Staff	Management time to analyse insight and PUMA results Staff meetings	**Evidence of consistency in mathematical learning delivered through an effective implementation of the resource.** **Improved deepening of the learning through effective questioning and challenge.** **Understanding of which children need extra support and**	

	Teachers to ensure insight is updated regularly.

Identify children in KS1 that are at risk of being below age-related. Put interventions into place for these children.
Identify any whole school developmental needs and plan to address these

Teachers focus on learning gaps for PPG children.

Identify any individual teacher developmental needs and plan to address these

Look on insight to identify areas of development and targets. | Children making accelerated progress % gap between PPG and National Other is narrowed

Increase in positive responses in pupil voice.

Ensure SEND children have the opportunity to work collaboratively, independently and activities are differentiated to build confidence and love of writing.

Pupils to complete PUMA assessments.

Lesson observations, book looks and learning walks will demonstrate a progression in the learning for all children and consistency in the modelling applied. | | | | **what interventions are in place.** |

	Shine interventions Lesson observations, book looks and learning walks.	Teachers to follow the 'small steps' in correct order. CTs must adapt the slides to ensure individualised to their class needs.				
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	**Date Objective Achieved**	**Diary of events related to objective** Modelled lesson – Trainees observed me teaching Maths – 26.09.23 Book look – focus WTS chn – 03.10.23 Feedback given via lessons learned.			

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Strengthen the use of Assessment for Learning to help teachers to pitch learning at the right level.	Signpost teachers to the key questions and deeper thinking questions provided for each step on White Rose. Planning looks – look at the key questions. Observations SL attend questioning training through Matrix training – feedback to staff Go into support teachers after feedback when appropriate.	Differentiated questioning in lessons and books. Teachers do not just power through –build their confidence to stop and adjust lessons when needed.	Monitoring activities and ensure that all staff are aware of intended outcomes.	All teachers	Time out to attend training.	**Children to make better progress and there will be deepening of the learning as teachers are ensuring there is enough support and challenge in lessons.**

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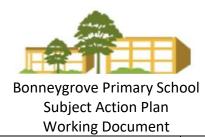| After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective
			Staff meeting - Using Data and gap analysis to support mathematics. 08.11.23
			Modelled lesson – Trainees observed me teaching Maths – 26.09.23

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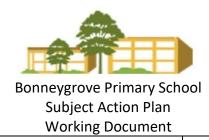Subject Action Plan
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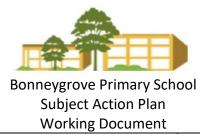| What do I want to achieve? OBJECTIVE	What do I need to do to achieve the objective? ACTION	How will I achieve the objective? SUCCESS CRITERIA	What support will I need to give others to achieve the objective in a timely manner? WHEN / HOW	What group of people or individual will undertake the objective? WHO	What resources are required to support me meeting the objective? COST	After completion of objective what are my expectations? INTENDED OUTCOME
Ensure that CPA is embedded in all teachers' practice, using White Rose for consistent models.	Learning walks Introduce expectations during inset – model how it should look. Planning look – check there are opportunities for children to use manipulatives. Get ECT's to observe other teachers (those identified as a good model).	Concrete and pictorial resources available to children in all lessons. Build a culture of using the resources to support and extend learning. All year groups (including KS2) to be using concrete resources. All year groups to have a CPA table near Maths WW – CT to get out resources they think would be beneficial before lesson.	Discuss with staff expectations and model. Monitoring activities.	All teachers	Staff Meeting Management time for monitoring activities.	**For the school to have a culture of using the resources to support and extend learning throughout both key stages.**
After completion of objective what are m15.11y expectations? ACTUAL OUTCOME	IMPACT	**Date Objective Achieved**	<mark>**Diary of events related to objective**</mark>			

			Staff meeting - What is CPA and how resources support children in maths. 15.11.23

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Continue to improve children's outcomes in Mathematics	Ensure children are EXS of GDS by covering NC objectives and weaving in objectives from previous years where necessary. Ensure consistent use of insight to identify, and close, gaps in children is learning. End of block assessments Termly PUMA assessments Improve quality of planning and teaching, through adapting White Rose core texts, Ensure teaching incorporates 'missed' learning from previous year group, weaved into current year group.	Teachers use insight as an effective use of formative assessment Teachers demonstrate a better knowledge of children's learning gaps. Assessments and AFL in lessons used to inform next steps, small specific targets set to impact on individual children, across the year groups. Use CPA approach for ALL children. Identified children make small but significant progress over time. Teachers should not push on blindly through slides.	**Monitoring of Insight** (Half Termly) **Pupil Progress** (Termly) **Teacher Assessment** (Half Termly) **Book Looks** (Termly)	All teaching staff	Release time for SL	**An improvement of children's outcomes in Maths will be evident.**

	Use strategies to target progress for individual children. Work with teachers to support them to identify gaps and strategies to improve	Evidence of peer/self-assessment in books. Teachers to use higher level questioning.				
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	**Date Objective Achieved**	**Diary of events related to objective** Book look – focus WTS chn – 03.10.23 Feedback given via lessons learned.			

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Children with SEND can access Mathematics through adapted/additional resources.	Gather resources for children across the school.\n\nTeaching to be adapted to ensure children can succeed.	All children have the resources to enable them to access the Maths curriculum.\n\nEnsure SEND children have the opportunity to work collaboratively, independently and activities are differentiated (resources including sentence stems/ resources) to ensure children know success.		All Teaching Staff	Time, Budget	A variety of resources available for children from nursery to Y6 to access the curriculum, regardless of their needs.

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To ensure new vocabulary is explicitly taught and used in lessons.	Email of expectations sent. Lesson observations Learning walks – Vocab displayed Book looks - vocab in margins	All teachers introduce the vocabulary at the beginning of lessons. Vocabulary in margins in books.		All teachers		**Children will have a greater understanding of the mathematical vocabulary and be able to both explain and use it effectively.**
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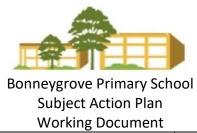| What do I want to achieve? **OBJECTIVE**	What do I need to do to achieve the objective? **ACTION**	How will I achieve the objective? **SUCCESS CRITERIA**	What support will I need to give others to achieve the objective in a timely manner? **WHEN / HOW**	What group of people or individual will undertake the objective **WHO**	What resources are required to support me meeting the objective? **COST**	After completion of objective what are my expectations? **INTENDED OUTCOME**
High expectations in all lessons (Presentation)	All teachers to have high expectations from the outset Monitoring through book looks and observations	High standard of presentation in all books: • Chn to use a ruler at all times for margins and diagrams • Margin in all books • Date and LO to be written in for all lessons (Labels in Year 1/ WTS in other year groups) • Vocabulary to be written in margin at start of every lesson • Digits to be correctly formed and orientated • Spelling of Mathematics vocabulary to be corrected • One digit per box • Mistakes to be crossed out with a ruler • All work to be carried out in pencil • Live marking with highlighting – Pink and	Teachers to have a copy of Presentation Policy – Given Sept 2022.	All Teaching Staff	Management time for book looks.	**Good presentation in Maths aids working out answers.** **Children to take pride in work.**

		green in lesson. Marking codes in purple • Children will complete corrections either in lessons or at start of next lesson.				
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Develop fluency and mental mathematics	Daily starters. Explicit teaching of the strategies during early morning work/ arithmetic sessions. Monitor during observations and through discussions with year groups.	Teachers to explicitly teach strategies for arithmetic and mental mathematics – discuss which strategies work best and why. Times tables taught explicitly weekly	To be checked through discussions with year group teams.	All Teaching Staff		**Children to build their skills and be more confident.**

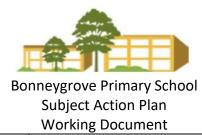| After completion of objective what are my expectations? ACTUAL OUTCOME	IMPACT	Date Objective Achieved	Diary of events related to objective:			

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Ensure that children have opportunities to use mathematical skills in other subjects across the curriculum	Children to be given opportunities to use mathematical skills in other subjects, including data handling, Roman numerals, number (in history time lines), scaling (geography), etc Book and planning looks	Children will have evidence of Mathematical skills in both core and foundation books	Teachers to plan for mathematical opportunities in as many lessons as possible.	All Teaching Staff		**Children will be able to use their mathematical skills discretely in other lessons.**
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To purchase and implement termly assessments using PUMA and MARK system	Purchase PUMA and MARK system Assessments for Yr 1- 6 Mathematics SL to closely monitor progress across the school	Children to sit termly papers online Teachers and Mathematics SL to be able to identify children not making progress Interventions to be arranged via SENCO if possible	Termly monitoring of PUMA MARK TOOL to identify areas for development	All Teaching Staff	PUMA Assessment tokens PUMA MARK Tool	**Ensure all children make expected or better progress in Mathematics**
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	**Date Objective Achieved**	**Diary of events related to objective:** **Order in Autumn –** **Timetable of implementation to be created** **Order in Spring** **Timetable of implementation to be created –** **Order in Summer –** **Timetable of implementation to be created –**			

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All KS2 teachers to show date in Roman Numerals daily	Teachers to show date in Roman numerals daily under main date.	Children will become more confident with identifying Roman numerals	Express expectations during inset – monitor during classroom walks/observations.	All Teaching Staff	Teachers	**Children confident at recognising and being able to write numbers in Roman numerals.**
After completion of objective what are my expectations? **ACTUAL OUTCOME**	IMPACT	**Date Objective Achieved**	**Diary of events related to objective:**			

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Develop the children's knowledge of their Times tables.	Hand out the Year group expectations for times tables. Provide teachers with useful websites, songs, games, teaching of timetables to aid learning of times tables. Get resources of year group times table test Ensure teachers are aware of expectations of the teaching of times tables (2x3=6, 3x3 =9 etc. not just the pattern 6,9,12) Book looks (times table books). Update TTRS logins – add new staff, transfer the classes and add new children)	Teachers to test the children to assess the children's current knowledge. Weekly explicit teaching and testing of the times tables.	Ongoing	All Teaching Staff		**Children to be confident and fluent with their times tables.**
After completion of objective what are my expectations? **ACTUAL OUTCOME**	**IMPACT**	**Date Objective Achieved**	**Diary of events related to objective** Baseline for Year 4 – **Sept 23**			

			Staff meeting - What is CPA and how resources support children in maths. Ideas for x times tables – 15.11.23