

Development plan – Maths

Leader: Jo Hill					
Intelligence already gathered	Previous M+E has shown that reasoning is a strength over fluency. Varied fluency is not being applied consistently across the school and arithmetic lessons sometimes lack explicit teaching. Stretch and challenge is lacking in KS1. External data: Y6- 83% ARE+, Y2- 67%, Y4 MTC- 62% Internal data showed a significant increase in attainment in Y1, and marginal improvements in Y4 and 5. Y3 data dipped from DP1 to DP3.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	Identify children who are transitioned at ARE in each year group who demonstrate ability beyond the ARE criteria.	JH Each data point	M+E has identified that children are not always being appropriately challenged within their learning and that some teachers are unconfident with their pitch and expectation regarding this.  The GD group in year 6 maths is having a positive impact on the number of children on track to achieve GD in SATs, which should be evident at DP2 Year 6 have been set extra maths homework via Atom Learning, which is being accessed by a high proportion of the year group.	Data headlines document Subject M+E Maths progress data from Bromcom	Maths groups to be created after February baseline tests. CPD to be planned in with a GD focus across the school. Monitoring to ensure that there are challenges being planned in for every lesson and that these deepen understanding.
	Highlight pupils in pupil progress meetings and demonstrate where M&E shows that additionality has been given.	JH Each data point		Pupil progress meeting documents Maths progress data from Bromcom	
	Ensure that there is regular exposure and opportunity to GD material through QFT and planning.	JH Autumn 2		Planning scrutiny Book scrutiny Learning walks Pupil voice	
	Evaluate, refine and review homework for pupils who are on track or could be on track for GD.	JH Spring 1		Atom Learning (year 6) M+E of homework Pupil voice Parent voice	
	Increase exposure to GD testbase questions as part of QFT	JH Autumn 2 and ongoing		Planning scrutiny Book scrutiny Learning walks Pupil voice	
	Create a specific focus on Year 6 GD with the above points to ensure accelerated progress.	JH Autumn 1. Review at each data point and 5 week check in		Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom	
3.3 The focus plans for external data measure year groups lead to high quality, consistent teaching with impact on outcomes and positive pupil and staff voice.	Leaders will continue to monitor the progress of MTC scores each half term.	JH Each half term	Planning support in year 3 and 4 has focused on pitch and challenge, leading to higher expectations for all pupils.  Pupil voice has shown a love of maths and are feeling successful in their lessons.  Pupil voice has indicated the need for greater challenge in some year groups, which will be focused on in CPD  MTC monitoring has shown that children are on track to achieve the predicted pass rate, with the action plan being amended in relation to the monitoring.	MTC scores/ TTRS heatmaps Planning scrutiny Pupil voice Staff voice	MTC progress to continue to be monitored after each test. Interventions to be planned in based on DP1 data Continue to monitor MTC progress scores now that testing has increased.
	Create a programme of learning for teaching multiplication tables and testing. This will be revised at each data point.	JH Autumn 1 and review at each data point		MTS data action plan MTC scores/ TTRS heatmaps Planning scrutiny Pupil voice Staff voice	
	Signpost appropriate resources for the teaching of multiplication tables and monitor impact.	JH Autumn 2		Planning scrutiny MTC scores/ TTRS heatmap Staff voice	
	To work with year 6 to group children in ability groups and monitor progress. Implement revisions as necessary.	JH Autumn 1. Review at each		Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom	

		data point and 5 week check in		Staff voice	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Review assessment systems in other settings and with TMET experts to establish a confirmed assessment process beyond child level assessment.</i>	JH Autumn 2 (after DP1)	<p>M+E has identified that children do not all have a secure understanding of fluency. Teachers do not all have a clear understanding of varied fluency and the importance of this. Teacher voice has shown that the modelling Walkthru has had a positive impact on the understanding of their classes. Deep dives have shown that leaders have a clear understanding of maths across the school. Planning support in year 2 has allowed for a formalised approach using quadrants to be adopted, which is ensuring that the mastery approach is being fully adopted.</p>	<p>Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom Moderation</p>	<p>Extend subscription to Testbase and source progress tests for each data point in line with other TMET schools Plan in enrichment opportunities for pupils in maths.</p>
	<i>Set up a clearly defined M&amp;E schedule that leads to improved knowledge of teachers' subject knowledge.</i>	JH Autumn 2 and ongoing		<p>Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice</p>	
	<i>Following the M&amp;E schedule curriculum leaders will create opportunities for all teachers to 'be the best they can be'.</i>	JH Autumn 2 and ongoing		<p>Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice</p>	
	<i>Whilst developing curriculum link meetings, leaders will ensure a consistent model for the meeting, sharing knowledge with appropriate people and actions to improve outcomes</i>	JH Autumn 2 and ongoing		<p>M+E documents Pupil progress meeting documents Data headlines document Maths progress data from Bromcom Moderation</p>	