

MATHS ACTION PLAN

YEAR 2023/24

PRIORITY: To enable all learners to be fluent and confident when working with number.

LEADER: BEN DAVIES

TARGETS:

- To increase children's knowledge and understanding of basic number skills in mathematics across the school.
- To calculate accurately and efficiently and feel confident working with numbers.
- To be confident in explaining thinking and apply understanding in different contexts.

Specific **M**easurable **A**chievable **R**ealistic **T**ime-related

KEY ASPECTS:

Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/finish dates	Resources: Time, copying, class assistant etc.		Monitoring of implementation			Evaluation against success criteria		
Success is: Children demonstrate confidence in their mathematical skills (mental arithmetic and fluency).	Ensure regular opportunities for mental arithmetic practise.	BD	All classroom staff	Oct 2023-July 2024	N/A	Cost/ source N/A	How?	Who?	When?	How?	Who?	When?
	Ensure the consistent use of 'fluency' and 'problem solving' tasks – FRP sheets to be 'tweaked' and made consistent across all year groups.						Discussion with staff around timetabling arithmetic skills practise.	All teaching staff	Nov 2023	Pupil conferencing around confidence in mathematical ability.	BD, JF	Termly
	'99 Club' begun earlier (Y3).						Evaluation of current 'FRP' sheets.	BD	Nov 2023	Progress checks of basic skills (times tables and mental arithmetic).		
	Times Tables challenge is revisited to ensure that it is fit for purpose. (KS2)						Discussion with Y3 teachers to roll out '99 Club'.	BD, JB, BW	Nov 2023			
							Staff (KS2) discussion	KS2 staff	2 nd half Autumn Term	Review scores in end of term assessments.		

Children are engaged in maths learning and are appropriately challenged.	<p>Ensure high quality teaching – including plenty of modelling throughout whole class teaching and learning.</p> <p>White Rose CPD</p> <p>Focussed monitoring of lessons.</p> <p>Enable opportunities for open ended maths investigations to allow children to apply their skills in different contexts.</p> <p>Sign up to maths 'events' throughout the year (e.g. NSPCC Number Day).</p> <p>Make links with local secondary schools to look into different maths opportunities.</p>	BD	All teaching staff	Oct 2023- July 2024	<p>BD to be released for monitoring</p> <p>Staff training time</p>	Supply	<p>Learning walks</p> <p>Book looks</p> <p>Pupil voice</p>	<p>BD, LO</p> <p>All classroom staff</p> <p>Pupils</p>	<p>2nd half Autumn Term</p> <p>Spring Term</p>	<p>Talking to pupils and their views on engagement and level of challenge in maths lessons.</p> <p>Book looks – do they show engagement and appropriate challenge?</p> <p>Do lessons allow for engagement and pupils to feel challenged?</p>	BD, JF	Termly
There is consistency across year groups within both teaching & learning and in pupils' books.	<p>'White Rose' scheme to be used as the basis for maths teaching.</p> <p>High quality manipulatives available for all classes, across all key stages – resources 'amnesty' and subsequent allocation of resources. Purchasing of more resources where needed.</p> <p>Focussed monitoring of lessons.</p> <p>Ensure all teaching staff have access to online resources (Testbase; Classroom Secrets; Nrich; NCTEM)</p>	BD	All teaching staff	Oct 2023- July 2024	<p>BD to be released for audit / stock take</p> <p>BD to be released for monitoring</p>	Supply	<p>Learning walks</p> <p>Book looks</p> <p>Pupil voice</p>	<p>BD, LO</p> <p>All classroom staff</p> <p>Pupils</p>	<p>2nd half Autumn Term</p> <p>Nov 2023 & Spring / Summer Term 2024</p>	<p>Does monitoring demonstrate a consistent approach?</p> <p>Are resources available and used across all classes?</p> <p>Is a range of resources used to aid effective independent learning?</p>	BD, JF	Termly

