

# MATHS ACTION PLAN

YEAR 2025/26

**PRIORITY:** To raise attainment, improve teaching quality, and increase pupil engagement.

**LEADER: BEN DAVIES**

## TARGETS:

- To raise attainment in core mathematical skills
- To improve the quality of teaching and learning in maths
- To increase pupil engagement and confidence in maths

Specific Measurable Achievable Realistic Time-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: <ul style="list-style-type: none"> <li>• 85% of pupils meet or exceed age-related expectations.</li> <li>• Gap between disadvantaged pupils and their peers reduced.</li> </ul>	<p>Conduct baseline assessments in September</p> <p>Targeted intervention groups for KS1 and KS2</p> <p>Weekly arithmetic practice</p>	Maths Lead	<p>Maths Lead</p> <p>Teachers</p> <p>Classroom TAs</p> <p>Intervention support staff</p> <p>SLT</p>	<p>Sept 2025</p> <p>July 2026</p>	<p>White Rose / NFER assessments</p> <p>In-house worksheets</p> <p>KS1 'Mastering Number' resources</p>	<p>Cost/ source</p> <p>Photocopying costs</p>	<p>How?</p> <p>Data analysis reports</p> <p>Pupil progress meetings</p> <p>Book looks / observations</p>	<p>Who?</p> <p>Maths Lead</p> <p>Maths Lead / SLT</p> <p>Maths Lead</p>	<p>When?</p> <p>Termly</p> <p>Dec 2025</p> <p>Termly</p>	<p>How?</p> <p>Pupil conferencing around confidence in mathematical ability.</p> <p>Progress checks of basic skills (times tables and mental arithmetic).</p> <p>Review scores in end of term assessments.</p>	<p>Who?</p> <p>Maths Lead / SLT</p>	<p>When?</p> <p>Termly</p>

<ul style="list-style-type: none"> <li>Pupil confidence in mathematical ability is high</li> <li>Teacher confidence improves (measured via surveys).</li> </ul>	<p>Lesson drop ins.</p> <p>Promote use of effective questioning and discussion to deepen understanding.</p> <p>Peer observations and coaching cycles focused on maths delivery.</p> <p>Embed whole-school lesson structures (e.g. recap – teach – practice – apply – reflect)</p>	Maths Lead	Maths Lead Teaching staff	Sept 2025 July 2026	Curriculum documents Planning White Rose / NCTEM / Test Base / Nrich / KS1 'Mastering Number' resources	Photocopying costs	Staff feedback Observation notes Staff reviews	Maths Lead Maths Lead Maths Lead	Autumn Term Autumn Term Spring Term	Talking to pupils and their views on engagement and level of challenge in maths lessons. Book looks – do they show appropriate challenge? Talking to teaching and support staff – review confidence and any additional support required.	Maths Lead	Termly
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>	Maths Lead	All teaching staff	Oct 2025 July 2026	BD to be released for audit / stock take BD to be released for monitoring	Supply	Learning walks Book looks Pupil voice	Maths Lead All classroom staff Pupils	2 <sup>nd</sup> half Autumn Term Nov 2023 & Spring / Summer Term 2025	Does monitoring demonstrate a consistent approach? Are resources available and used across all classes? Is a range of resources used to aid effective independent learning?	BD, JF	Termly

<ul style="list-style-type: none"> <li>Pupils report enjoying maths.</li> <li>Use of maths talk and related vocabulary</li> <li>Pupils able to reflect on their strengths and areas for improvement</li> <li>Pupils perceived confidence in their own maths ability</li> </ul>	<p>Use a range of resources and ICT to support learning.</p> <p>Celebrate / 'spotlight' maths with competitions and workshops (Including House events).</p> <p>Embed oracy routines in maths lessons (think-pair-share and maths talk).</p> <p>Low stakes practise and retrieval routinely used in maths lessons.</p> <p>Pupil conferencing</p>	<p>Maths Lead</p> <p>Teaching staff</p> <p>Pupils</p>	<p>Maths Lead</p> <p>Teaching staff</p> <p>Pupils</p>	<p>Sept 2025</p> <p>July 2026</p>	<p>N/A</p>	<p>N/A</p>	<p>Learning walks</p> <p>Pupil voice</p> <p>Lesson drop ins</p>	<p>Maths Lead</p> <p>Teaching staff</p> <p>Pupils</p>	<p>Mid-year review (Feb ½ term)</p> <p>End of year review (July)</p>	<p>Is there a high level of pupil engagement with pupils reporting that they enjoy maths?</p> <p>Is there effective use of mathematical talk and subject-specific vocabulary supporting conceptual understanding and reasoning?</p> <p>Do pupils demonstrate the ability to reflect meaningfully on their mathematical strengths and areas for development?</p>	<p>Maths Lead</p> <p>SLT</p>	<p>Termly</p>
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Overall evaluation of progress:

Further action required:

 **CEAIS** Cornwall Education Advisory and Improvement service

