

## Sale and Davys C.E. (Controlled) Primary School Improvement Plan 2021-2022

**Subject: Maths**

Subject Leaders: S Briggs & N Tompson

SIAMS Inspection Key Priorities 2019:

Priority 1: To fully develop the recent visual support of the four spiritual themes to further enable staff to explore this approach.  
 Priority 2: To make use of recent developments in Religious Education, so that pupils benefit more fully from the use of assessment tools to inform progress.

Subject Leader activities 2021/2022

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Aut: Lesson ob/ book trawl/ **planning scrutiny/ learning walk**/report or presentation to governors/ other;

Spr: Lesson ob/ **book trawl**/ planning scrutiny/ learning walk/ report or presentation to governors/ other;

Sum: **Lesson ob**/ book trawl/ planning scrutiny/ learning walk/ **report or presentation to governors**/ other;

Objective	Start Date	Success Criteria	Specific actions	Other Personnel	Resources	Next Steps
To ensure that intent and implementation for Maths is in place across the school.	Aut 2021	Clear progression across the school  Progression grids are consistently used for medium term planning	All class teachers to highlight objectives on medium term planning taken from progression grids.  Maths subject leader to scrutinise planning across the school and to identify strengths and areas for development	All class teachers	Staff meeting time.  PPA	Address AFI

<b>2.1</b> Ensure that teaching is consistently strong and addresses pupil's needs at all levels so that all groups make the necessary progress.	Jan 2022	Standard of teaching and Learning across the school shows consistent indication of 'Good' grading or better.	English and maths subject leaders to undertake work scrutiny to ensure that children's needs are met. (Book trawl)		Curriculum time	
			Lesson observation and subject leader reports to be shared with staff so that areas for improvement can be addressed		Staff meeting	
<b>2.3</b> Improve Maths teaching and learning across the school.	Aut 2021	Concrete materials are regularly used in lessons.	Purchase resources to support White Rose Maths		£600	
	Aut 2021	All pupils needs are met in lessons	Lesson observations with a focus on SEND, pupil premium, catch up children and children working at greater depth		Staff meeting	
		Staff have a greater understanding of deep dive methodology.	DDAT to work with maths subject leader on a deep dive. Strengths and areas for		Curriculum time Staff meeting	

			improvement identified.			
	Aut 2021	Strengths and AFI identified	Subject leader to monitor staff implementation of the actions set as a result of deep dive.		Release time x3	
		AFI's addressed	Training provided by DDAT/White Rose/ Subject leader as a result of the deep dive.		Staff meeting time	
2.5 Implementation of Maths Master	Jan 2022	<p>Maths subject masters regularly referred to in maths lessons.</p> <p>All ability groups are able to access Maths Subject Master</p> <p>Displays/ working walls evidence subject masters</p>	<p>Lesson observations with a focus on the newly implemented subject masters, SEND, Pupil premium, catch up and greater depth.</p> <p>Report produced with strengths and AFIs</p>	Teaching staff	Subject leader time	Reports shared with staff and governors.

<p><b>2.6</b> Build on the newly developed 'House Challenges' so that pupils can further expand their knowledge and cultural capital.</p>	<p>Nov 2021</p>	<p>The House Challenges provide opportunities for pupils to over learn key skills.</p> <p><i>Developing a whole-school maths culture</i></p>	<p>Subject leaders to be assigned to lead House challenges linked to their subject.</p> <ul style="list-style-type: none"> <li>-Maths house challenge to be devised and implemented</li> <li>-Central corridor display</li> <li>-Maths suggestion/solution box</li> <li>-World Maths day 5<sup>th</sup> May 2022</li> <li>-Maths section on school website – problems the whole family can join in with 'Problem of the Month'</li> </ul>	<p>Teachers</p>	<p>Curriculum time</p>	
<p><b>5.4</b> Improve Maths teaching and learning in EYFS.</p>	<p>Aut 2021</p>	<p>High quality teaching of Maths in EYFS provides a firm foundation for the whole school approach.</p>	<p>Review Maths practice in response to the new EYFS Framework 2021 and the Whole school use of White rose Maths resources. Identify AFI's</p> <p>Revise practice in response to AFI's and Performance Management targets. (see 2.3)</p>	<p>CH/NT SW</p>		

			Monitor practice regularly, identify AFI's and respond.			
Implement specific mathematical vocabulary to be used in each year group/class	March 2022	Mathematical vocab in place for each year group.  Staff display and use mathematical vocabulary in a number of ways	Maths subject lead to collate key vocab for year groups across the school.  Vocab lists shared with staff  Class teachers to use appropriate vocab for Maths topics.	Shared with Maths Governor	Subject Leader time	Monitor implementation of vocab.

## Self-Evaluation Audit – Areas for Improvement

Objective	Start Date	Success Criteria	Specific actions	Next Steps
<b>5.4</b> Improve Maths teaching and learning in EYFS.	06.09.21	<i>Area: Early Maths on School Entry</i> High quality teaching of Maths in EYFS provides a firm foundation for the whole school approach.	<ol style="list-style-type: none"> <li>1. Explore the use of White Rose for Reception – how we can make it work/ useful in our setting</li> <li>2. Update MTP (week by week plan) incorporate aspects of WR where appropriate – resource/ slides/ images/ continuous provision recommendations</li> <li>3. Plan and deliver parent workshop –Early maths</li> <li>4. <i>Performance management AFIs</i></li> </ol>	
<b>2.3</b> Improve Maths teaching and learning across the school.	6.10.21	<i>Area: Maths Curriculum</i> All pupils needs are met in lessons	<ol style="list-style-type: none"> <li>1. <i>How do you know each year is progressive in skills?</i> Demonstrate progress in one strand of maths throughout the whole school &lt;Practise doing this!&gt; Evidence - ch's books. Book trawl/ work scrutiny</li> <li>2. <i>How do you ensure a student who is behind in maths is able to access your curriculum?</i>            *Copies of intervention timetables            *Names of all pupils receiving additional support for maths –IEPs/ PP/ 'Covid catch-up' pupils</li> </ol>	

