

Subject Specific Action Plan 2020-21		
Subject: Mathematics	Co-ordinator(s): Tim Suswain	
Priority One: Monitoring and Assessment	Action(s):	Success Criteria:
<ul style="list-style-type: none"> Children will be more able to demonstrate the skills required for elements of maths through working together, drawing pictures and writing calculations. Children will also be able to understand and build on their technical vocabulary used in different areas of maths. 	<ul style="list-style-type: none"> Observe effectiveness of teaching and children's speaking skills within maths/maths meetings to encompass problem solving and reasoning. Vocabulary clearly on display in classrooms Remind staff and share with staff good practise for maths meetings. Lesson obs/pupil interviews, sharing of good practise between staff (what works well? What needs developing?) 	<ul style="list-style-type: none"> Children individually or speaking in groups when problem solving Vocabulary being used within maths is evident in each interactive display for children to refer to Evidence of technical vocabulary being used in the classroom through observations
Priority Two: Quality Provision	Action(s):	Success Criteria:
<ul style="list-style-type: none"> All children are catered for in the maths curriculum through differentiated challenges. Teachers will ensure that they plan for their class effectively as part of the recovery curriculum, adapting plans to interweave missing objectives from the previous term and a half 	<ul style="list-style-type: none"> Assess areas to focus on by looking at previous year group's learning that was missed and interweaving it into maths lessons/meetings/home learning or spending longer in each unit Teachers decide what they need to target and address and what they need to change to meet the needs of the children Modification of the curriculum and fit maths into other areas (Longitudinal Study, Daily Mile Challenge) Use maths meetings/starters/home learning to focus on specific areas of weakness Pupil interviews to check on wellbeing and support that is in place Use of PiXL assessments to help guide planning BIF on Times Tables in Spring 21 	<ul style="list-style-type: none"> Children increase their learning by being encouraged to select the correct challenges Children feel comfortable, but challenged about their work Children feel supported Teachers pitch lessons and sequences of lessons and engage children to effectively to meet the needs of every child, taking into account lost learning Teaching staff are deployed effectively where they are required Any interventions have a clear target and connect to previous learning Input of data each half term so that improvement can be measured Use of TT Rockstars and other resources that assist the children in learning their times tables as facts and know the associated facts. Maths Café to show the sorts of activities that children can do (parents to be invited depending on the UK situation in the Spring)

Priority Three: Resources		
<ul style="list-style-type: none"> Working walls will be current to the children's learning, supporting challenge and moving children's learning forward. This should include access to maths resources and resources on display, as well as interactive walls. 	<ul style="list-style-type: none"> Working walls kept up to date (TS to monitor this and take photos). Teachers can share good practice across the federation Pupil interviews (eg. what equipment/manipulatives help them in maths?) Drop-in observations to see children referring to working walls 	<ul style="list-style-type: none"> All classrooms to have a maths working wall with up-to-date material linked to the area being studied Examples of pupils' work to demonstrate evidence of fluency, reasoning and problem solving
Priority Four: Wider- Engagement		
<ul style="list-style-type: none"> Children will see how maths can be used in everyday life. Promotion of maths and using numbers in an engaging way across the curriculum 	<ul style="list-style-type: none"> Ensure maths rich environments are evident in each classroom and school. Maths could be included in a longitudinal study Teachers to use examples of how maths can be used in real life (eg. daily mile challenge, how far children have run in a week/half term/term/year) Weekly maths challenges Problem solving evident in observations 	<ul style="list-style-type: none"> Through informal walks of each school, each term. Wider curriculum folders in each classroom to show evidence of maths in a cross-curricular way Questioning/maths challenge for children on daily/weekly basis Pupil feedback/interviews for perceptions
Outcomes / Review (to be completed at the end of the year)		
<ul style="list-style-type: none"> 		

Intent: Provide opportunities for children to become fluent in the fundamentals of mathematics and to use this fluency to reason mathematically as well as solve problems by applying their knowledge.

Provide a language-rich environment to embed key vocabulary to use within mathematics and other connected areas of the curriculum.

Implementation: Teaching of core principles of mathematics such as the four operations, allowing children to engage with solving problems, showing perseverance and their factual knowledge. Opportunities to link maths to other curriculum areas and see how maths works in everyday life. Through implementation, we provide children with the mathematical tools to flourish in the future.

Impact: Children gain knowledge of maths concepts, enabling them to become independent members of the community, applying their knowledge and to flourish in many areas of life.