Subject Specific Action Plan 2021-22		
Subject: Mathematics	**Co-ordinator(s): Tim Suswain, Emma Ojelade**	
Priority One: Monitoring and Assessment	**Action(s):**	**Success Criteria:**
➢ To ensure that attainment at the expected standard and greater depth is in line with National Averages ➢ Children will be able to demonstrate age- appropriate skills required for all elements of maths through first quality teaching, Pixl diagnostics and assessments. ➢ Link to SCP- Children to demonstrate skills in measures, fractions and decimals in line with PIXL national averages.	• All staff to be adopting the calculation policy. Evidence of effectiveness of teaching and children's methods for calculating. • Vocabulary clearly on display in classrooms • Lesson drop ins/pupil interviews, sharing of good practise between staff (what works well? What needs developing?) • Half-termly staff meeting to discuss what is going well in maths teaching/interventions/classroom etc (20 mins feedback to EO/TS). Time to moderate maths within a staff meeting (half-termly) in year group/phase teams across the federation.	▪ Children are using taught methods to solve problems (Evidence in books) ▪ 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. ▪ Good practise shared and new strategies tried in classrooms by staff. ▪ Staff are confident about how they teach, deliver and assess maths.
Priority Two: Quality Provision	Action(s):	Success Criteria:
➢ Maths curriculum caters to the needs of all children including SEND through differentiated challenges. ➢ Teachers will ensure that they plan for their class effectively as part of the curriculum, adapting plans to include focus areas from previous QLA in each	• Use of PiXL assessments to help guide planning. • Assess areas to focus on by looking at previous QLA as discussed in pupil progress meetings. Targeted support to be given to key marginal.	▪ 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

year group.	• BIF linked to Mastering Numeracy Project (KS1), White Rose (Autumn 2 2021) and Mental Arithmetic (Spring 2 2022) • Teachers decide what they need to target and address and what they need to change to meet the needs of the children as discussed at Pupil Progress meetings. • Modification of the curriculum to include maths into other areas (Eg. Longitudinal Study, Daily Mile Challenge) • Use maths meetings/starters to focus on specific areas of weakness • Pupil interviews to check on wellbeing and support that is in place (pupil voice and engagement	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 2021/22)
Priority Three: Resources		
➢ Ensure that the maths curriculum is well-resourced ➢ Learning environment/ 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	• Working walls kept up to date (EO/TS to monitor this and take photos). • Teachers share good practice across the federation • Pupil interviews (eg. what equipment/manipulatives help them in maths?)	▪ All classrooms to have a maths working wall with up-to-date material linked to the area being studied ▪ Evidence of maths resources supporting children's understanding. ▪ Examples of pupils' work to demonstrate

well as interactive walls.	• Drop-in observations to see children referring to working walls • Complete a maths audit of equipment Check with staff in each school that they have the resources they need to teach	evidence of fluency, reasoning and problem solving
Priority Four: Wider- Engagement		
➢ Promotion of maths and using numbers in an engaging way across the curriculum. Children will see how maths can be used in everyday life. ➢ Involve parents in the children's maths learning journey	• Ensure maths rich environments are evident in each classroom and school. • Maths to 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 • Maths café ideas input from maths leads	▪ 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 ▪ Maths Café to show the sorts of activities that children can do (parents to be invited depending on the UK situation in 2021/22)
Outcomes / Review (to be completed at the end of the year)		

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.