

Area 5 Wellsprings Maths Action Plan 2020/21

Vision and shared Culture, Systems, Mathematical Mindsets, Subject Expertise, Arithmetic Proficiency

31 March 2022

| Strengths from 2019/20 | Areas that need development/priorities for 2019/20 |
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| <p>-There has been some evidence of a CPA approach used across some year groups, particularly KS1.</p> <p>-Children in foundation stage are learning in a maths rich environment and using the Numicon approach and Number resources confidently. They have now started making further links to the White Rose EYFS document.</p> <p>-All staff are now using White Rose resources: overviews, small steps and end of block assessments.</p> <p>-There is more evidence of problem solving and reasoning across year groups.</p> <p>-Maths is being taught more consistently across parallel classes.</p> | <p>-Pupils wellbeing and mathematical confidence needs to be developed from term 1 (in response to many missing a large part of 2019/20 due to COVID).</p> <p>The CPA approach is not being used consistently across year groups, especially in KS2. When learners are struggling, they need to be able to readily access resources to support them with their understanding.</p> <p>-More variation in questioning is needed so children are not relying on procedure.</p> <p>-Monitoring in EYFS needs to be meaningful and effective. Observation need to include continuous provision.</p> <p>-Teachers need to start using the mastery approach to teaching lessons to support and challenge all learners. This includes the use of STEM sentences.</p> <p>-Assessment needs to be short end of unit assessments that directly informs teaching.</p> <p>-Small steps and use of NCETM need to be used when planning/delivering lessons. This will ensure there are less gaps and enough time is spent teaching key units of work (i.e. place value).</p> <p>-All children accessing problem solving and reasoning embedded during lesson time: identified during learning walks and book scrutiny, particularly evident with low prior attaining pupils.</p> <p>-Maths policies need to be updated in line with the mastery approach.</p> <p>-Continued Professional Development to further develop staff confidence, subject knowledge, and pedagogy.</p> |

| Objective | Actions | Owner/ leader <i>Who will undertake the actions?</i> | When/ How Time / costs | Success Criteria | Impact and reflections |
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| To improve pupils' wellbeing and mathematical confidence (in response to partial school closures). | Mathematical handovers to take place when children move up classes with particular focus on current year 2s moving up to year 3 and current year 5s moving to year 6. Teachers to discuss calculation methods that children have been using, and assess where key groups of children (e.g. PP, SEND) are in terms of mathematical understanding. 14/7 and September INSET | -Teachers/ SENDCO | T1 | Smooth transition into new classes and school regime | |
| | Initial lessons in school to be focussed on finding the fun in maths again. Lessons based around games and activities (low threshold, high ceiling) that will instil a love of maths and build confidence. | | T1 Daily lessons | Excited and engaged children enjoying maths | |
| | Teachers use ongoing assessment of children to identify any gaps and intervene with targeted groups within class accordingly. Put any further interventions in place for those who need it. Meaningful assessment – Independent maths (open-ended) 30 minutes assessing RPC | -Staff/ TAs -SENDCO | T1. T2. T3 Prompt intervention Focussed group or 1:1 intervention | Impact quantified and will be monitored and shared through PPMs. Data will show effectiveness of interventions/catch up programs | |
| | Mindset questions to be completed by key groups of children across the school. Home learning questionnaires to be completed at the start of the year indicating how much support was received during the lockdown period (pupil voice-integra schools). | -Staff -AB / SS to collate data and share | T1 SL leadership time | Data is collected and shared Pupils identified for specific targeted interventions | |
| | Continue TTRockstars competition for years 2-6, focussing on effort and improvement rather than speed. -Year 3 -6 5 days a week assessment grid- fluency session -Championships- Class competitions assembly | | Ongoing Continued subscription | | |

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| Provide all staff with CPD opportunities to support the embedding of a Teaching for Mastery approach. | <p>Inset day/staff meetings to support staff in using a range of resources and representations to support children across the year groups. Recap on use of online imagery (Numicon online, ITPs, Mathsbot) that can also be used alongside QSM. Maths leads to choose a few resources each term to focus on that are relevant to the small steps of key concepts.</p> <p>RESOURCES. ASK STAFF – SEE WHAT YOU HAVE? 3D shape, scales –so we know what you have? Log out resources.</p> | <p>-Teachers -AB/ SS -SLT</p> | <p>T1 T2 T3 Audit and review resources and purchase if budget allows</p> | <p>Ensure the PD is being implemented in classes using monitoring through: Learning walks Book looks Pupil interviews etc.</p> | <p>Mastery approach is beginning to be embedded across school and continues to be built upon.</p> <p>Planned CPD has taken place on...</p> <p>and has had an impact in improving mastery teaching and learning in the classroom.</p> |
| | <p>-Plan a mastery lesson alongside a mastery specialist. Maths Leads to observe each other. Staff then can be given opportunities for to observe Maths leads teach mastery lessons.</p> <p>-Autumn 2</p> | <p>-Mastery specialist -Teachers -Maths leads</p> | <p>T1 T2 T3 Maths leadership time Staff timetabled out of own class</p> <p>£1000 from HUB to cover full participation in TRG</p> | <p>Maths leads attend 6x TRG Boolean Hub Training sessions with Mastery specialist</p> | |
| | <p>-Staff meetings based around key subject knowledge areas including fractions (DONE), algebra and reasoning using the Boolean Hub resources. Could be delivered alongside NCETM spine progression for relevant areas.</p> <p>Bar modelling</p> <p>-Spring 1, bar modelling reasoning</p> | <p>-Teachers -Maths leads -SLT</p> | <p>T1 T2 T3 One area to be the specific focus per term Maths leadership time to plan PD and monitor</p> | <p>Through monitoring(learning walks, book looks, pupil interviews) evidence shows maths teaching in these areas is good or better</p> | |
| | <p>-Staff meetings to support staff in use of NCETM PD materials including spine progression with small steps.</p> <p>Drip feeding</p> | <p>- Mastery specialist - Teachers -Maths leads</p> | <p>T2 T3 Maths leadership time to plan PD and monitor</p> | | |
| | <p>-Staff meeting based around lesson structure including the use of stem sentences and variation of questioning within maths lessons and using intelligent practice. Teachers should also be given a chance to reflect on mastery lessons delivered by mastery leads.</p> <p>STEM sentences September INSET NCETM Stem sentences</p> | <p>- Mastery specialist -Teachers -Maths leads</p> | <p>T2 Maths leadership time to plan PD and monitor</p> | | |

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| | Tom's staff meeting role play mastery lesson September | | | | |
| | -Provide staff with opportunities to plan mastery lessons alongside maths leads. | -Teachers -Maths leads | T2 Maths leadership time Staff timetabled out of own class Supply costs | Teachers gain confidence in their subject knowledge and teaching maths using the mastery approach | |
| | -Staff provided with opportunities to observe one another within their key phase to open up a reflective dialogue when teaching mastery lessons. | -Teachers -Cover staff | | | |
| All children make at least expected progress through a mastery approach to teaching and learning. | -All teachers to complete short end of unit assessments that directly informs next teaching points. Children in KS2 can use White Rose end of unit assessments. Any 'ready-made' assessments can be tailored to the needs of the class. Dedicated staff meeting time to introduce this approach. | -All staff | At end of each unit | 75% of children at ARE at end of KS2 10% will achieve greater depth. Accelerated progress made by children receiving interventions/catch ups evidenced in data. The vast majority (85%) of children will have made at least the expected progress | |
| | -Learning walks have an aspect of mastery focus which reflect recent CPD (i.e use of CPA or stem sentences). -EYFS observations to include continuous provision. Spring 2 March 2022- learning walks/book scrutiny | -Maths leads and all staff | Termly | Create "what I am looking for" learning walk proforma. Share with staff before walk Incorporate targeted foci from TFM actions in walks | |
| Review and restructure all maths policies in line with | -Review maths policy/ calculation policy. Review Summer term -Review whole-school marking policy. | -Maths leads -SLT -SW/LJ | T2 Maths leadership time | All maths policies updated, shared, and published | |

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| mastery teaching. | -Staff meeting to share policy with all staff. | -Maths leads -Teachers | T2 | | |
| | -Share new documents on both websites with parents and carers. | -Maths leads | T2 | | |
| Provide parents with opportunities to develop understanding in calculation methods. | -FS to deliver a maths workshop to parents on early maths focusing on use of resources and language. | -FS leads -Maths leads | T1 Maths leadership time to support FS workshop planning and delivery | Good attendance and successful engagement with parents | |
| | -Maths leads to deliver separate KS1 and KS2 parent workshops based on calculation methods taken from school policy. DIGITAL MATHS WORKSHOP YOUTUBE | -Maths leads | T3 Maths leadership time | | |
| Provide feedback to governors | Attend governors meeting to update them on work carried out on implementation of the Teaching for mastery approach and its impact. Learning walk with maths lead governor (and others who wish to attend) Autumn October | -Maths leads | T3 Maths leadership time | Governors fully informed of maths developments and the next stages | |
| To raise the profile of maths throughout the school | STEM Club Discuss extra-curricular club with STEM focus with staff. Autumn 2 After school Assemblies World Maths Day Set theme, Group chn across ages, Plan rotations, Send letter to parents- January 21 st Wellington School Maths Challenge Put together a team, look at previous papers, letters to parents. | Maths leads Science/DT leads SLT/Staff Governors | T1 Maths leadership time T2 Maths leadership time T3 Maths leadership time | Engagement and enjoyment of maths celebrated and shared with parents and wider school community | |
| Induction of new teaching and support staff | <ul style="list-style-type: none"> - Package of how we teach maths - Opportunities to observe maths leads - Opportunities to plan lessons with maths leads | | | | |