

MATHS ACTION PLAN

YEAR 2024/25

PRIORITY: To enable all learners to be fluent and confident when working with number.

LEADER: BEN DAVIES

TARGETS:

- To increase children's knowledge and understanding of basic number skills in mathematics across the school.
- To calculate accurately and efficiently and feel confident working with numbers.
- To be confident in explaining thinking and apply understanding in different contexts.

Specific **M**easurable **A**chievable **R**ealistic **T**ime-related

KEY ASPECTS:

Success criteria	Action(s) to be taken	Who is responsible?	Who is involved?	Start/finish dates	Resources:		Monitoring of implementation			Evaluation against success criteria		
					Time, copying, class assistant etc.	Cost/source	How?	Who?	When?	How?	Who?	When?
<p>Success is:</p> <p>Children demonstrate confidence in their mathematical skills (mental arithmetic and fluency).</p>	<p>Ensure regular opportunities for mental arithmetic practise.</p> <p>Ensure the consistent use of 'fluency' and 'problem solving' tasks – FRP sheets to be 'tweaked' and made consistent across all year groups.</p> <p>'99 Club' begun earlier (Y3).</p> <p>Times Tables challenge is revisited to ensure that it is fit for purpose. (KS2)</p>	BD	All classroom staff	Oct 2024- July 2025	N/A	Cost/ source N/A	<p>How?</p> <p>Discussion with staff around timetabling arithmetic skills practise.</p> <p>Evaluation of current 'FRP' sheets.</p> <p>Discussion with Y3 teachers to roll out '99 Club'.</p> <p>Staff (KS2) discussion</p>	<p>Who?</p> <p>All teaching staff</p> <p>BD</p> <p>BD, JB, BW</p> <p>KS2 staff</p>	<p>When?</p> <p>Nov 2024</p> <p>Nov 2024</p> <p>Nov 2024</p> <p>2nd half Autumn Term</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>BD, JF</p>	<p>When?</p> <p>Termly</p>

<p>Children are engaged in maths learning and are appropriately challenged.</p>	<p>Ensure high quality teaching – including plenty of modelling throughout whole class teaching and learning.</p> <p>White Rose CPD</p> <p>Focussed monitoring of lessons.</p> <p>Enable opportunities for open ended maths investigations to allow children to apply their skills in different contexts.</p> <p>Sign up to maths 'events' throughout the year (e.g. NSPCC Number Day).</p> <p>Make links with local secondary schools to look into different maths opportunities.</p>	BD	All teaching staff	Oct 2024- July 2025	BD to be released for monitoring Staff training time	Supply	Learning walks Book looks Pupil voice	BD, LO All classroom staff Pupils	2 nd half Autumn Term Spring Term	Talking to pupils and their views on engagement and level of challenge in maths lessons. Book looks – do they show engagement and appropriate challenge? Do lessons allow for engagement and pupils to feel challenged?	BD, JF	Termly
<p>There is consistency across year groups within both teaching & learning and in pupils' books.</p>	<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>	BD	All teaching staff	Oct 2024- July 2025	BD to be released for audit / stock take BD to be released for monitoring	Supply	Learning walks Book looks Pupil voice	BD, LO All classroom staff Pupils	2 nd 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

<p>Formative and summative assessment is used effectively so that children make good progress.</p>	<p>INSIGHT monitored and identify subject 'headlines'</p> <p>Ensure 'cold' and 'hot' tasks between units of learning are used to inform targeted intervention.</p> <p>Book looks to look for progress over time.</p> <p>'White Rose' termly assessments are carried out and scores updated to INSIGHT.</p> <p>Pupil progress meetings carried out to discuss outcomes and inform next steps.</p> <p>Year 3 and 4 children tracked carefully with times tables understanding – using 'The 99 Club'.</p>	<p>BD, JF</p>	<p>All Teachers</p>	<p>Oct 2024- July 2025</p>			<p>BD to analyse 'White Rose' data on INSIGHT</p> <p>Book look to identify 'Hot/Cold' tasks</p>	<p>BD, JF</p>	<p>Termly</p>	<p>Majority of pupils in each cohort will be making expected / better than expected progress.</p> <p>Pupils who are behind age related expectations will be making better than expected progress.</p>	<p>BD, JF</p>	<p>Termly</p>
<p>Overall evaluation of progress:</p> <p>Further action required:</p>												