

Focus Priority 3	All pupils make at least expected in year progress for Mathematics (EY-Y6)
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference: 1 3 4</p>	<p>All children will make expected progress taking into account their starting points. Some will make accelerated progress and where expected progress is not achieved interventions will be in place to support children to catch up.</p> <p>There will be a wider range of mathematical activities across all areas of learning in FS1 and FS2.</p> <p>All classes will have mathematical working walls and children will have access to a ranges of resources to support their learning of mathematics.</p> <p>SAS tracking will identify gaps in knowledge and in class intervention will be used to ensure a culture of 'keep up' rather than 'catch up' is seen across the school and these will inform booster groups and rapid, precise intervention.</p> <p>Teachers will use SAS assessment to inform planning which will embed next steps learning. This will be reflected through informative developmental marking in an age appropriate way across all three key stages.</p> <p>Times tables will be systemically taught across key stages 1 and 2 with children working towards awards when secure knowledge is in place. The awards will be embedded as part of the weekly celebration assembly.</p>

Maths Targets	Success criteria
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Years 1345 attainment and progress is assessed and measured using Teacher Assessment (SAS). The Yellow columns indicate the attainment baseline and attainment for the end of year. The blue columns show % of children actually achieved ARE at that point.

Year Group	Baseline ARE attainment July 2017	ARE attainment July 2018	December 2017	April 2018	July 2018
1	5.71	12.71	Target 7.71	Target 10.21	Target 12.71
3	14.5	21.5	Target 16.5	Target 19	Target 21.5
4	18.88	25.88	Target 20.88	Target 23.38	Target 25.88
5	23.07	30.07	Target 25.07	Target 27.57	Target 30.07

Years 2 and 6 are assessed using summative assessments. The yellow columns indicate baseline and target attainment. The blue columns show % of children actually achieved ARE at that point.

Year Group	Baseline attainment July 2017	Target Key Stage attainment July 2018	MS 1 Nov 17	MS 2 Jan 18	MS 3 April 18	MS 4 July 18
Y2	2016 EYFS Maths EXP+=64% GDS=0%	NS 71% GDS 14%	Target 7%	Target 21%	Target 43%	Target 71%
			Target 0%	Target 0%	Target 7%	Target 14%
Y6	KS1 APS starting point has been used to forecast the % who need to reach EXP+ and GDS. 11 pupils	NS 82% GDS 27%	Target 14%	Target 36%	Target 54%	Target 82%
			Target 14%	Target 14%	Target 21%	Target 27%

Early Years (F2) children are assessed against the Development Matters Statements for maths

Early Years (9 children)	Baseline attainment October 2017	Target attainment July 2018	December 2017	April 2018	July 2018
% children at age bands for maths	16-26 - 22-36 - 30-50 - 40-60 -	30-50 - 40-60 - ELG - ELG Exc	16-26 - 22-36 - 30-50 - 40-60 - ELG - ELG Exc -	16-26- 22-36 - 30-50 - 40-60 - ELG - ELG Exc -	16-26 - 22-36 - 30-50 - 40-60 - ELG - ELG Exc -

Children will be able to talk about their mathematics, identifying their strengths and what they need to improve.

Children will all make expected progress in writing this year, some will make more than expected.

Children who are falling behind will be targeted to catch up.

Children will know what mathematical skills they are learning and how they can be successful.

A range of mathematical opportunities will be evident in a range of areas across the curriculum and this will be shown in books and in planning.

Awards for times tables will be part of the Friday awards assembly.

Key People	Funding & Resources
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Kate Cleaver – maintain overview and focus
All teaching staff

- Numicon resources for all classes and for intervention groups.
- Introduction of White Rose and the implementation of this.

Numicon resources and training	• £700				
Actions /Tasks (and those responsible)	Who?	Who monitors /evaluates?	When	Check	
SAS tracking to inform timely intervention and inform booster groups to accelerate progress.	NB, KP, LB	KC/RH	Each short term	Dec, March, July	
Introduction of White Rose programme of study	NB, KP, LB	KC/RH	Sept 17	Oct 17	
Regular planning and book scrutiny to ensure implantation of White Rose					
CPG books to be bought for children in years 5 and 6.	KC	RH	Nov 17	Dec 17	
Children to use CGP books in class and as homework	NB	KC/RH	Jan 18, March 18, May 18	March 18	
To invest in further Numicon resources and training to provide more effective support for MAP and LAP learners	KP	KC	Jan 18	Feb 18	
Maths lead to use teacher meetings to train staff in practical mathematical activities for use in the classroom	KP	KC	Nov 17	Dec 17	
Improved environment and opportunities for mathematics in FS1 and FS2. Dedicated mathematics areas inside and outside the classroom.	JY /UG	KC / RH	Each short term	Dec, March, July	
Working maths walls in every classroom and access to resources to support learning and independence.	NB, KP, LB, JY	KC/RH	Each short term	Dec, March, July	
Times tables will be set as homework each week in KS1 and KS2. This will be evidenced in the reading logs that go home daily.	NB, KP, LB	KC	Each short term	Dec, March, July	
The maths leader to create an mathematical environment trail in outside areas for KS1 and KS2	KP	KC	Jan 18	March 18	
To ensure consistency in maths planning in KS1 and KS2.	LB, KP, NB	KC / RH	Each term	Each term	
Teachers to develop investigational approaches to the teaching of core arithmetic skills and plan for at least one outside investigation (traffic study / venn diagrams on the playground / go on an angle hunt etc) each term.	NB, KP, LB, JY	KC / RH	Minimum 6x per year	Dec, March, July	
Teaching staff to prioritise reasoning in mathematics. Book scrutiny to accompany.	NB, KP, LB	KC / RH	Termly	Dec, March, July	
Maths lead to undertake joint observations of maths lessons, book scrutinies to gain an overview of maths teaching in the school.	KP, KC, RH	KC /RH	Nov 17 and March 18	April 18	
Evaluation					
Jan 18					
April 18					
July 18					