

Academy Improvement Priority 1 – Maths 2018 2019

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:</p> <p>Leadership and management</p> <p>Quality of teaching</p> <p>Outcomes for pupils</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>All classes will use mathematical anchor charts and children will have access to a range of resources to support their learning of mathematics. Class teachers will provide children with high quality maths resources to support conceptual understanding and create displays which impact upon student learning.</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 regularly practiced in class across key stages 1 and 2. Teachers will use Tackling Tables both in class and as a home learning tool.</p> <p>The Mathematician of the Week Awards (one pupil from each class) will be embedded as part of the weekly celebration assembly.</p>

Maths Targets						Success criteria
<p>In years 1-6 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.</p>						<ol style="list-style-type: none"> Children will all make expected progress in maths this year, some will make more than expected. SAS will be used track children and those who are falling behind will be targeted to catch up. Anchor charts will be used in all classrooms. Tackling Tables will be used in class and as a home learning tool.
Year Group	SAS Baseline attainment July 2018	SAS Target attainment July 2019	December 2018	April 2019	July 2019	
1	4.71	11.71	Target 6.71 Actual	Target 9.21 Actual	Target 11.71	
2	11.1	18.1	Target 13.1 Actual	Target 15.6 Actual	Target 18.1	
3	15.2	21.7	Target 17.2 Actual	Target 19.2 Actual	Target 21.7	
4	22.1	29.1	Target 24.1 Actual	Target 26.6 Actual	Target 29.1	
5	27.8	34.3	Target 29.8 Actual	Target 31.8 Actual	Target 34.3	
6	27.8	36	Target 30.3 Actual	Target 33 Actual	Target 36	
<p>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.</p>						
Year Group	Baseline attainment	Target attainment July 2019	Dec 18	Jan/Feb 19	Apr 19	July 19

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Y2 (teacher assessment) (8ch)	2017 EYFS EXP+= 75% GDS= 25%	EXP+ = 75% GDS =25%	SAS 11-13 Target:75% SAS ARE:	NA	SAS 13-15 Target: 75% SAS ARE:	SAS 15-17 Target: 75% SAS ARE:	5. 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.
			SAS 14+ Target:25% SAS ARE+:		SAS 16+ Target:25% SAS ARE+:	SAS 18+ Target:25% SAS ARE+:	
Y6 (test outcomes)	KS1 APS/FFT starting point has been used to forecast targets.	EXP+ = 64% GDS = 21%	Target 14%	Target 29%	Target 42%	Target 64%	6. A greater proportion of children successfully answering questions on fractions, decimals and percentages
			Actual	Actual	Actual	Actual	
			Target 0%	Target 7%	Target 14%	Target 21%	
			Actual	Actual	Actual	Actual	

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

	Baseline attainment October 2018	Target attainment July 2019	December 2018 (target)	March 2019 (target)	July 2019 (target)
% children at age bands for number	8-20 – 16-26 – 22-36 – 100% 30-50 – 40-60 –	ELG – 100% ELG Exc – 33%	8-20 –(% target) 16-26 – 5% target) 22-36 –(% target) 30-50 –(55% target) 40-60 –(44% target) ELG- (% target)	16-26- (% target) 22-36 – (% target) 30-50 – (% target) 40-60 – (67% target) ELG – (33% target) ELG Exc - (% target)	16-26 - 22-36 - 30-50 - 40-60 - ELG – (100% target) ELG Exc – (33% target)

Key People		Funding & Resources				
KC – Principal and Maths Lead RH – Head of Primary Education		<ul style="list-style-type: none"> Continued investment in quality concrete maths resources £500 				
Actions /Tasks (and those responsible)			Who?	Who monitors /evaluates?	When	Check
SAS tracking to inform timely intervention and inform booster groups to accelerate progress. (SC1)			NB, HS, LB	KC/RH	Termly	Dec 18, Feb 19 April 19
Analysis of maths test papers across KS2 to ensure high quality targeted intervention and adaptation of maths planning. (SC3)			NB, RH	KC/RH	Termly	Dec 18, Feb 19 April 19

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Ensure that all teaching staff know and understand how to challenge all children. Teacher meetings to be dedicated to sharing good practice and reviewing successful classroom strategies. (SC1)	NB, KP, LB, JY	KC/RH	Termly	Dec 18, March 19 July 19
Regular planning and book scrutiny to monitor teachers' planning for breadth, depth, differentiation and focussed groups of children. (SC1)	KC	KC/RH	Termly	Dec 18 March 19 July 19
CGP purchased for all children in years 2 and 6. Children to use the books in class and, once established, as a homework tool to consolidate learning at home. (SC1)	NB, LB	KC/RH	Nov 18	Dec 18
Problem solving and reasoning resources accessed to ensure opportunities to consolidate reasoning skills are varied and frequent. (SC1)	NB, KP, LB	KC/RH	Termly	Dec 18 March 19 July 19
Ensure that a range of manipulatives are available and accessible in every classroom (FS-Year 6) for children to use to consolidate their learning. (SC1)	NB, HS, LB, JY	KC/RH	Termly	Dec 18 March 19 July 19
Improved environment and opportunities for mathematics in FS1 and FS2. Dedicated mathematics areas inside and outside the classroom. (SC1)	JY	KC / RH	Termly	Dec 18 March 19 July 19
Anchor charts in every classroom and access to resources to support learning and independence. (SC3)	NB, HS LB, JY	KC/RH	Daily	Dec 18 March 19 July 19
Set up home learning packs for Tackling Tables (SC4)				
Tackling Tables will be used daily and set as homework each week in KS1 and KS2. (SC4)	NB, HS, LB	KC	Daily	Dec 18 March 19 July 19
Explore staff subject knowledge and confidence in teaching fractions, decimals and percentages. Improve staff subject knowledge through CPD (SC6)	NB, HS, LB, JY	KC RH	Term 2 Term 4	Jan 19 April 19

Evaluation

January 2019

Supporting evidence:

April 2019

Supporting evidence:

July 18

Supporting evidence:



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