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| **Subject Development Planning 2023-24**  **MATHS** | | | | | | |
| **Objective(s):**   1. To embed the new EYFS Plan for Maths (that prepares them for the Year 1 Curriculum) and Written Method Calculation Policy for 2023-24 to raise attainment in all year group. 2. To create a declarative Knowledge Plan for 2023-24 3. To have a secure and consistent plan in place for separate Maths Curriculums for some SEN children 4. To reflect the Maths Provision at Pensans on the School Website. 5. To create a format for Medium Term Plans suitable for Pensans based on White Rose. 6. To have a consistent approach to Maths and Working Walls at Pensans from EYFS upwards.   **Persons responsible for leading action:** Chrissy Simpson-Edmands  **Supported by:** Niki Ambrose, Jo Atkinson, Maths Hub | | | **Success Criteria:**   1. EYFS staff will be competent, articulate and confident with new plan and the children will be prepared for the Year 1 Curriculum. Years 1 -6 staff will be competent, articulate and confident with new plan and all children making progress. Data analysis and records across the school will be accurate, purposeful and progressive (reflecting a raise in attainment) 2. All staff will: be familiar and confident with the DKP and able to articulate their understanding and knowledge of. 3. Some SEN children will have individualised Maths plans/programmes that will have been facilitated by Maths Lead in collaboration with class teacher, support staff and SENCO 4. The website will have a user friendly, accurate and purposeful Maths Section which truly reflects the new approach at Pensans. 5. There will be cohesive, consistent and clear plans and planning accessible and in use across the school using White Rose as the intrinsic plan 6. Working walls will be present, utilised, consistent and progressive across the school, reflecting the Maths being taught at that moment | | | |
| **Persons responsible for monitoring and quality assurance**: | | | | **Resources required:** | | |
| **Action Point** | **Action** | **Outcome/success criteria** | | | **Monitoring** | **Evaluation narrative**  ***(different colours for each term*)** |
| **Action A:**   * **To embed the new EYFS Plan for Maths (that prepares them for the Year 1 Curriculum) and Written Method Calculation Policy for 2023-24 to raise attainment in all year group.** | **Autumn Term One (September 4th – October 22nd 2023)**   1. Leadership time 1 day/ week dedicated to Maths to include robust monitoring, analysis of assessment data (to be shared with HT) and training/coaching opportunities**. (Every Wednesday)** 2. Forensic analysis of all data, particularly the SATs and MTC Year 4 results. Analysis will determine order of delivery across the year within all planning. (**Pre-term)** 3. Autumn term NFER and EYFS baseline assessment and ongoing termly NFER  and EYFS assessment **(W/B: 11/9/23)** 4. Adapt and adopt working Calculation Policy providing clear progression through school of used strategies, initially written then moving into mental strategies. **(Given out and put on website for WB: 4/9/23)** 5. Create a ‘Crib Sheet’ for all staff for Maths at Pensans. 6. **(Pro-formas and examples given out in first week and monitored during Learning Walk , Book Look and Pupil Voice in WKS/B: 18/9/23 and 25/9/23)** 7. Maths Lead, to teach daily targeted sessions in Y5/Y6 class for at least first half of Autumn Term **(September 11th until October 22nd 2023)** 8. Liaise with SENCO to ensure adaptations are inclusive for all and update accordingly. **(ongoing)** 9. Liaise with Maths Hub re:CPD and Training Opportunities/Sessions for Maths Lead and staff **(ongoing)** 10. Apply for EYFS + KS1 to complete ‘Mastering Number’ for 23-24 with NCETM. **(Liaise with Chris Gould)** 11. Collate, record and analyse end of term data.   **Autumn Term Two (October 30th 2023 – December 19th  2023)**     1. Staff Meeting to discuss current data to establish and track interventions and to discuss WWW and EBI and adaptations in first half term**. (WB:30/10/23)** 2. Support Staff Sessions to discuss WWW and EBI, methods, resources and interventions. **(WB:30/10/23)** 3. Actions carried out based on Staff Meetings and Sessions. E.g. Intervention Timetables and resources, any bespoke adaptations required for children 4. Monitored during Learning Walk, Book Look and Pupil Voice in **(WKS/B: 13/11/23 and 20/11/23)** 5. Feedback documented and shared with staff. 6. Further Staff Meeting around any Maths Hub Updates, training and resources. (**To be confirmed)** 7. Ensure there is a Maths presence and **Buzz** around the school with TT Rockstars, Numbots and 99 Club leagues and competitions and a Maths Club. **(Ongoing)**     **Spring Term One (January 4th  2024 – February  9th  2024)**   1. Staff Meeting (or slot in staff meeting) to discuss current data, interventions, planning for the Spring Term, Book Look for content and consistency and to discuss WWW and EBI and next steps**. (WB:8/1/24)** 2. Support Staff Sessions to discuss WWW and EBI, methods, resources and interventions. **(WB:11/1/24)** 3. Actions carried out based on Staff Meetings and Sessions. E.g. Intervention Timetables and resources, any bespoke adaptations required for children 4. Monitored during Learning Walk, Book Look and Pupil Voice in **(WKS/B: 18/1/24 and 25/1/24)** 5. Feedback documented and shared with staff. 6. Maths Table set up in hall for Parent Consultations Week. Maths Lead to be present and have some fun activities set up. **(WK/B: 5/2/24)**   **Spring Term Two (February 19th 2024 – March 28th  2024)**   1. Year 6 SATS Meeting with Parents to discuss and share previous papers, SATS Home learning and SATS Club **(WK/B: 19/2/24)** 2. Maths Lead to meet with Year 6 Teacher J.R to discuss and plan for build-up to SATS based on meeting with parents and current data. **(WK/B: 19/2/24)** 3. Slot in staff meeting to discuss current data, interventions, planning for the Spring Term, Book Look for content and consistency and to discuss WWW and EBI and next steps  and share SATS Timetables **(WB:4/3/24)** 4. Monitored during Learning Walk, Book Look and Pupil Voice in **(WKS/B: 11/3/24 and 18/3/24)** 5. Feedback documented and shared with staff. 6. **Mock SATS Week WK/B: 25/3/24**   **Summer Term One (April 15th  2024 –May  24th 2024)**   1. Staff Meeting (or slot in staff meeting) to discuss current data, interventions, planning for the Spring Term, Book Look for content and consistency and to discuss WWW and EBI and next steps**. (WB:15/4/24)** 2. Support Staff Sessions to discuss WWW and EBI, methods, resources and interventions. **(WB:15/4/24)** 3. Actions carried out based on Staff Meetings and Sessions. E.g. Intervention Timetables and resources, any bespoke adaptations required for children 4. Monitored during Learning Walk, Book Look and Pupil Voice in **(WKS/B: 29/4/24 and 6/5/24)** 5. Feedback documented and shared with staff. 6. **SATS WEEK WK/B:13/5/25**   **Summer Term Two (June 3rd 2024 –July  24th 2024)**   1. Staff Meeting (or slot in staff meeting) to discuss current data, interventions, planning for the Spring Term, Book Look for content and consistency and to discuss WWW and EBI and next steps for September 2024 **(WB: 10/6/24)** 2. Support Staff Sessions to discuss WWW and EBI, methods, resources and interventions. **(WB:10/6/24)** 3. Actions carried out based on Staff Meetings and Sessions and forensic analysis of all data, particularly the SATs and MTC Year 4 results. Analysis will determine order of delivery across the year within all planning for September 2024 | * The Maths Lead will use dedicated Leadership Time to have created a timetable for meetings, training, monitoring and an ongoing updated Maths Folder to share with the headteacher. * Class Teachers will have received a Maths Folder including: the Calculation Policy, NFER information and resources, TTRockstars and Numbots information and Log Ins and overall ‘crib sheet’ for Maths at Pensans. * EYFS staff will be competent, articulate and confident with new plan and the children will be prepared for the Year 1 Curriculum. There will be an increase in children meeting the ELG for Number by the end of 2024 There will be an increase in children meeting the ELG for Numerical Patterns by the end of 2024 * Years 1 -6 staff will be competent, articulate and confident with new plan and all children making progress. Data analysis and records across the school will be accurate, purposeful and progressive (reflecting a raise in attainment) * Dates on calendar for training and meetings * Intervention staffing and locations will have been discussed and timetables and groups created * All support staff familiar with and gaining confidence with Calculation Policy. * Extra resources made or sought out as and when required. * Evidence of Maths Buzz present across the school and spoken about by all with ease.   **All of the above repeated throughout the year.** | | | *C.S-E, N.A, J.A, C.G* |  |
| **Action B:**   * **To create a declarative Knowledge Plan for 2023-24** | **Autumn Term One (September 4th – October 22nd 2023)**   1. Arithmetic and declarative knowledge will be prioritised, consistently named and evident in planning, lessons, timetables and working walls across the school to ensure expectation and challenge are met. 2. Use diagnostic information from TTRockstars, Numbots, White Rose, 99 Club, White Rose, NFER, to inform planning, Fluency and interventions 3. Apply for EYFS and KS1 to complete ‘Mastering Number.’ 4. **(Pro-formas and examples given out in first week and monitored during Learning Walk , Book Look and Pupil Voice in WKS/B: 18/9/23 and 25/9/23)**   **Repeated Half Termly until the end of the Year.** | * All staff will: be familiar and confident with the DKP and able to articulate their understanding and knowledge of. * Children at Pensans will have secure Declarative Knowledge (need to know knowledge) to free up their working memory when carrying out procedural knowledge. * There will be an increase in attainment in the Year 4 MTC 2024 * There will be an increase in attainment in the Year 6 Arithmetic Paper * **All of the Action A’s outcome/success criteria above repeated throughout the year for Action B also.** | | | *C.S-E, N.A, J.A, C.G* |  |
| **Action C:**   * **To have a secure and consistent plan in place for separate Maths Curriculums for some SEN children** | **Autumn Term One (September 4th – October 22nd 2023)**   1. Liaise with SENCO to ensure adaptations are inclusive for all and update accordingly. **(ongoing)** 2. **(Pro-formas and examples given out in first week and monitored during Learning Walk , Book Look and Pupil Voice in WKS/B: 18/9/23 and 25/9/23)**   **Repeated six weekly/half termly until the end of the Year**  **A timetable of dates to be created with SENCO** | * Some SEN children have individualised Maths plans/programmes that will have been facilitated by Maths Lead in collaboration with class teacher, support staff and SENCO and these will be reviewed six weekly/half termly. * Children on the Record of Need will have made progress. * These children are engaged and enjoying Maths. * 1:1 Adults are confident and supported in Maths CPD e.g., subject knowledge. | | | *C.S-E, N.A, J.A, C.G.* |  |
| **Action D:**   * **To reflect the Maths Provision at Pensans on the School Website.** | **Autumn Term One (September 4th – October 22nd 2023)**   1. Update website to be in line with new Maths Curriculum and maintain it regularly to offer familiarity and user-friendly support to school community.   **(Regular and ongoing throughout the year)** | * The website will have a user friendly, accurate and purposeful Maths Section which truly reflects the new approach at Pensans. | | |  |  |
| **Action E:**   * **To create a format for Medium Term Plans suitable for Pensans based on White Rose.** | **Autumn Term One (September 4th – October 22nd 2023)**   1. To create a format for Medium Term Plans suitable for Pensans based on White Rose by liaising with teachers and giving an example ..(subscription re-newed)   **Reviewed Half Termly until the end of the Year (Dates as above, outlined in Action A** | * Will be include in the Maths Folders and on the website. | | |  |  |
| **Action F:**   * **To have a consistent approach to Maths and Working Walls at Pensans from EYFS upwards.** | **Autumn Term One (September 4th – October 22nd 2023)**   1. Liaise with SENCO to ensure adaptations are inclusive for all and update accordingly. **(ongoing)** 2. **(Pro-formas and examples given out in first week and monitored during Learning Walk , Book Look and Pupil Voice in WKS/B: 18/9/23 and 25/9/23)**   **Repeated six weekly/half termly until the end of the Year**  **A timetable of dates to be created with SENCO** | * Working Walls will present, utilised and easily articulated about by staff and children. This will be facilitated by Maths Lead in collaboration with class teacher, support staff and SENCO and these will be reviewed six weekly/half termly. * Children on the Record of Need will have have accessible bespoke section on Working Walls and a individual toolkit. * These children reference the Working Walls in their Pupil Conferencing. * 1:1 Adults are familiar with and reference the Working Walls in support sessions. | | |  |  |
| **Long Term Planning ~ 3 Year Overview** | | | | | | |
| * *Pensans School is a school with a Maths Buzz, where children have a real ‘passion’ for Maths.* * *Clear monitoring and tracking of White Rose based planning, engaging lessons and interventions, impact of TTRockstars, 99 Club and Numbots will lead to a rising trend in Maths and will be in line with national.* * *Clear monitoring and tracking of interventions and data will lead to a rising trend in Year 4 MTC and Year 6 Arithmetic scores and will be in line with national.* * *Secure Declarative Knowledge at Pensans will have freed up working memories when carrying out Procedural Knowledge resulting in a rising trend in with Year 6 overall Maths scores (of all three papers) and in line with national.* | | | | | | |
| **Latest Ofsted Report Comments on Maths for our School:**  **(Short Inspection 28th March 2018)**  **Inspection findings**   In the previous three years, pupils’ progress in mathematics across key stage 2 has been significantly below national averages, including for middle-attaining  pupils. Although improvements are evident in published outcomes, leaders acknowledge that further improvements to pupils’ outcomes are necessary. Since  September, leaders have implemented a new approach to the teaching of mathematics to bring about change, and this is bringing about rapid  improvement.   Pupils’ mathematics books across key stage 2 demonstrate strong progress. Pupils have frequent opportunities to develop their fluency, reasoning and  problem-solving skills in equal measure. They have a balanced mathematical diet. Leaders have designed an effective, meaningful mathematics curriculum. Mindful of pupils who will benefit from its effective implementation, leaders make sure that pupils develop skills across all areas of the mathematics curriculum.  Furthermore, staff make links with the pupils’ project-based learning. For example, pupils explored how graphs could be used to represent the amount of  plastics in the ocean. Pupils’ books are extremely well presented. Pupils are proud of their learning and they work with care when showing their calculations  and workings out.   In lessons, teachers are highly skilled in drawing out pupils’ knowledge and understanding. They adeptly challenge all pupils, carefully choosing the most  effective line of questioning, depending on the needs of each pupil. Staff have high expectations of pupils. In particular, staff make sure that pupils are able to  explain their mathematical understanding. Your mathematics leader maintains a strong overview of the quality of teaching, learning and assessment and its  impact on pupils’ progress. Teachers make timely decisions to provide further support for pupils at risk of falling behind their peers. As a result, current  assessment information shows that middle-attaining pupils make strong progress, and some move on to work at the higher standard.  **Next steps for the school Leaders and those responsible for governance should ensure that:**   The approach to teaching mathematics improves pupils’ progress across key stage 2, reflecting the high quality of learning in pupils’ current books so that a greater proportion of pupils reach expectations for their age and the higher standard by the end of key stage 2. | | | | | | |