



Maths Action Plan 2022-23

Strategic Theme	Desired Outcome	Measure	Activities / Actions to support improvement.
Ready to work Love to learn	To ensure our maths curriculum reflects our school values and decisions.	<ul style="list-style-type: none"> • Pupil feedback to see if children have been taught the breadth of knowledge of the curriculum. • Teachers will articulate cross curricular links with maths and other subjects confidently. 	<ul style="list-style-type: none"> • Maths will be taught in single age classes. • Each year group create a long-term plan which maps out the topics we are going to teach and when. • Maths plans will identify prior and future knowledge and cross curricular links. • Consider composite and component outcomes in maths – show how we teach some key concepts progressively across the school e.g. fractions.
Ready to work Love to learn	Improve the pedagogical subject knowledge of teachers and support staff.	<ul style="list-style-type: none"> • Through lesson drop ins there will be an improvement in teachers' and teaching assistants pedagogical content knowledge evident in lesson drop ins. • Through lesson drop ins adults and children will use STEM sentences effectively. • Members of staff on CODE maths hub SKTM programmes to share with wider staff what they have learnt at the end of the year. 	<ul style="list-style-type: none"> • Preston school continue to be part of the 'Sustaining Mastery Work Group' led by CODE Maths Hub. As part of the programme subject leads will: <ul style="list-style-type: none"> - Reflect on successful leadership of maths in schools - Engage in national priorities/materials and current research - Watch and discuss teaching and learning in maths • Subject lead as LLME, to run a CODE SKTM (subject knowledge for teaching mathematics) Work Group for teachers. LLME will help develop teachers' mathematical subject knowledge in conjunction with understanding the pedagogy that underpins the teaching of it. • Six members of staff will be part of CODE maths hub SKTM (subject knowledge teaching for mastery) programme: TC and JB early years; AM and BH teaching assistant workgroup; LDR and NF on the early career teachers • Subject leads provide spatial reasoning CPD for staff. Subject leads to focus on this aspect of maths in the sustaining mastery work group.

			<ul style="list-style-type: none"> Teachers to use STEM sentences more effectively so children explain and reason with accuracy.
Ready to work Love to learn	Improve children's fluency across the school	<ul style="list-style-type: none"> Evaluate children's assessments to know which children have automatic recall. Pupil feedback to measure confidence and understanding. Children will recognize multiplication facts through structured images (bar and array), apply understanding to different contexts and symbols. 	<ul style="list-style-type: none"> NCETM Mastering Number Work Group Embedding programme year 2 designed to embed good number sense and support the building of fluency from EYFS to Year 2 (BS leading teacher) To increase math's attainment in year 4 from 45% to 66% Unit 3 and 4 use Babcock's M Cubed multiplication resource based for lowest 20% mathematicians. Subject lead support and monitor these interventions half termly. Unit teams to set up Battle of the bands competition in school on TTRS Use of Rock Stars Sound Check weekly to check progress.
Ready to work Love to learn	To ensure essential maths skills and concepts are regularly revisited and retrieved to strengthen retention.	<ul style="list-style-type: none"> Through observing practice in the classroom SLT to evaluate the quality of retrieval practice in daily lessons ensuring it is short and snappy. Evaluate pupils' views of revisiting skills and concepts regularly. How does it stick in pupil's long-term memory? 	<ul style="list-style-type: none"> Use retrieval practice to revisit underlying concepts already learned at the start of lessons. Flashbacks – questions which cover something for the previous lesson, last week and topics from earlier in the year. Subject leads to provide CPD on retrieval practice including activities such as multiple-choice questions, quizzes, summarizing, mapping, drawing and imagining. Subject leads read up on evidence based-research – work of Craig Barton, Rosenshine's principles in the mathematics classroom.
Ready to work Love to learn	To ensure assessment in maths gives meaningful and useful insights into children's progress.	<ul style="list-style-type: none"> Pupil progress meetings with teachers and SLT to identify pupil progress. Are the children making good progress in the understanding of maths concepts, in particular, how they are linking new learning to knowledge they already have. 	<ul style="list-style-type: none"> Book looks half termly to check in on the quality of children's learning in maths. A positive, professional discussion about the children's learning journey between subject leader and teams. Teachers use the key performance indicators (KPI's) in excel to keep track of pupil's individual progress. Termly moderation-based approach to get a clear, actionable snapshot between specific groups of learners,

			<p>with teachers, subject lead and SLT. To use KPI's and evidence in books.</p> <ul style="list-style-type: none">• Subject lead to keep a standards file to exemplify attainment against the KPI and PS (performance standards).• Teachers to use ready to progress target walls document in books for children not working at age related expectations so that learning opportunities are matched to children's relative starting points.• Pupil conversations to identify if maths is a highly regarded subject and to see if pupils can say what they have previously learned in maths.
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