

Maths Action Plan 2022- 2023

Our Priorities for 2022- 2023

- To improve mathematical fluency.
- To develop and use high quality mathematical language.
- To continue to improve times table knowledge of years 2-6.
- To continue and refine creating an immersive, enriched environment for the teaching of Maths with high quality working walls, to support the teaching of Maths.
- To ensure there are high quality interventions planned to support children who are working below ARE.

Key Findings

2022 published data

- 16% achieved a good level of development at the end of F2
- 54% achieved the expected standard at the end of Key Stage 1
- 14% achieved greater depth at the end of Key Stage 1
- 48% achieved the expected standard at the end of Key Stage 2
- 26% achieved 20 or above in Y4 Multiplication Check

Data collection for Maths in Summer term (PTM) was as follows:

Y1- 37% EXP, 23% GDS

Y3- 51% EXP, 29% GDS

Y4- 38% EXP, 12% GDS

Y5- 64% EXP, 15% GDS

Priority	Success Criteria	Timeline of Events	Actions for lead	School Actions	Evaluation
To improve mathematical fluency.	Children can quickly and accurately recall mathematical facts and concepts. Children can effectively and efficiently answer problems using specific written methods. Evidence shown in journals through different representations of number and written methods. Children will also use stem sentences to explain their reasoning.	Termly book scrutiny. Termly learning walks. Frequent tracking of assessment data.	<ul style="list-style-type: none"> • To ensure planning, book scrutiny and learning walks show mathematical fluency being taught regularly - also ensure children are being taught different representations of number. • Evidence of stem sentences in books • CPD for staff where needed. 	<ul style="list-style-type: none"> • All staff to support children in improving their mathematical fluency. • Use of White Rose and Mastering Number programme (F2 and KS1 only) for high quality lessons • Use of concrete materials where appropriate. • Mathematical fluency lessons to be incorporated into weekly timetable at least twice a week. This should include practice of written methods. • Planning and running of necessary interventions/class work. • Careful planning to ensure gaps are filled - use test information to inform future planning. • Staff encourage and model use of stem sentences & these should be displayed on the working wall and changed according to lesson plan 	
To develop and use high quality	Children will use the correct vocabulary and	Termly learning walks.	<ul style="list-style-type: none"> • Ensure staff are using the correct mathematical 	<ul style="list-style-type: none"> • All staff to encourage children to speak clearly 	

<p>mathematical language.</p>	<p>language relevant to the topic. They will be able to explain their reasons for problems using clear and concise language.</p>		<p>vocabulary, e.g ones instead of units.</p> <ul style="list-style-type: none"> • Ensure maths working walls show clear key vocabulary for the children to frequently access. 	<p>and precisely using correct mathematical vocabulary.</p> <ul style="list-style-type: none"> • Staff to use correct grammar at all times. 	
<p>To continue to improve times table knowledge of years 2-6.</p>	<p>Children improve the accuracy and fluency when answering times tables questions. Most children will know all times tables by the end of Y4.</p>	<p>Half termly tracking of Sumdog multiplication data, including multiplication check results.</p> <p>Half termly look at table races books and times tables test books.</p> <p>All children in KS2 to complete multiplication check from Sumdog by end of second week back. This should then be carried out half termly.</p>	<ul style="list-style-type: none"> • Carry out termly learning walks of times tables being taught. • Track and analyse Sumdog multiplication data half termly. • Carry out half termly book scrutiny of table races books and times tables test books. • Check in with staff regarding times tables interventions. 	<ul style="list-style-type: none"> • Ensure times tables are taught. This should be daily in Y4. • Staff to ensure times tables test and tables races are occurring once a week in class. • Ensure all children complete multiplication check on Sumdog half termly. • Encourage children to access Sumdog from home by assigning tasks for children to complete. • Ensure interventions in place to enable children to help struggling learners with their times table knowledge. 	
<p>To continue and refine creating an immersive,</p>	<p>Working walls will continue to reflect key vocabulary and skills</p>	<p>Working walls to begin as soon as we start teaching</p>	<ul style="list-style-type: none"> • Monitor the development of working walls. Do they show relevant and 	<ul style="list-style-type: none"> • Staff to ensure they are referred to and used by the pupils. 	

<p>enriched environment for the teaching of Maths with high quality working walls, to support the teaching of Maths.</p> <p>To ensure there are high quality interventions planned to support children who are working below ARE.</p>	<p>related to current Maths topic. They will act as a buildup of understanding and inspiration to support learning as well as a revision of skills.</p> <p>Children below ARE will make accelerated progress and will reach the EXS. Children identified as potential to achieve GDS will achieve GDS.</p>	<p>in September- they should be prepared with key vocabulary and relevant stem sentences the children need to revisit and learn quickly.</p> <p>Interventions set up to begin by week beginning 12th September, 2021.</p> <p>Half-termly data check ins.</p> <p>Termly learning walks of interventions.</p>	<p>appropriate vocabulary? Are the stem sentences evident and relevant to the lesson?</p> <ul style="list-style-type: none"> • Measure impact and progress using assessment data. • Monitor and track progress half-termly. • Check ins with staff and pupils (pupil and teacher voice) • Undertake appropriate intervention planning structure to support the challenge of potential GDS children. 	<ul style="list-style-type: none"> • Staff to ensure quality, handwritten hints, vocabulary, etc. are used on working walls. • Revision of key skills should also feature and be of high priority. • Relevant vocabulary and stem sentences should be displayed and updated regularly. • Teachers and TAs to ensure high quality intervention using Success at Arithmetic is carried out in supporting children to reach ARE • Team to ensure intervention is consistent, regular, focused and of high quality, addressing all needs • Teacher to ensure clear differentiation through questioning and adult support during lessons. • Teacher and TA to ensure high quality intervention is carried out to challenge and stretch all potential GDS pupils. • Teacher to ensure they consistently challenge GDS pupils in class and have high expectations of these pupils in consistently making progress. 	
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