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| **To continue to improve attainment in Maths.** | | | | | | |
| **Actions** | **Who Lead/ Support** | **Resources (Human, time and physical)** | **Budget** | **When?** | **Success Criteria** | **Monitoring Governor** |
| 1. Teachers will work with the Assessment Leader to agree numerical targets for individual pupils in Key Stage 1 and 2. |  |  |  |  | Staff will set high expectations for the children to meet targets or exceed them. The children will know their targets in KS2. |  |
| 1. Termly pupil progress meetings will focus on planning, tracking data and scrutiny of work in Mathematics; All underachieving pupils will be identified and support agreed. |  |  |  |  | By ……… all target children (those not on track to meet their individual end of year target) are correctly identified based on teacher assessment.  By ……… intervention and support shows improved progress. |  |
| 1. Pupils not on track will receive intervention support, either within class, or small group work or on a 1-1 basis. |  |  |  |  | By……… support staff will be working from clear plans set by the teacher, to support children at risk of not making progress.  By ………. children will meet their end of year target. |  |
| 1. Staff to take part in Moderation of children’s Maths work across the two schools. |  |  |  |  | By …….. children’s work is being marked following the Marking Policy and children are assessed using the Assessment policy.  By …………. teachers are challenging children of all abilities.  By ……………. teachers assessments are verified and accurate. |  |
| 1. The Maths Leader will conduct whole school work scrutiny three times per year and scrutinise the work of targeted children. |  |  |  |  | By ……………. teachers’ assessments are verified as accurate.  By …………….. evidence of identified weaknesses in Maths are being addressed.  By ……………. books show the majority of pupils working at or above age expected levels.  By ……………. books will show the calculation policy being followed consistently across both schools. |  |
| 1. Target statements will be placed in every child’s maths book. |  |  |  |  | By ……………..children are able to assess their own learning and therefore understand their next steps. |  |
| 1. Monitor how Maths resources are being used to support children’s learning. |  |  |  |  | By …………….. monitoring confirms that available resources are being used to enhance pupils’ learning and understanding.  By…………….. children know what resources are available and where they can access them within each class, promoting independent learning. |  |
| 1. Teachers will display and explain to pupils success criteria within all Maths lessons. |  |  |  |  | By ………….. children will be extending and reviewing their own learning and thinking in more depth, and will be able to articulate this. |  |
| 1. Teachers will use Blooms questioning to support deeper thinking in class. |  |  |  |  | From September 2019 all staff will be using Blooms questioning to support deeper learning and understanding in the children’s learning. |  |
| 1. Teachers will be introduced to adapting Blooms language into a hierarchy of activities in class. |  |  |  |  | By ………………… the staff will have received training and support in how to use the Blooms language to support creating a hierarchy of activities to support deeper learning in class.  From …………….. staff will look to practice the idea and evidence will be shown in lessons/books. |  |