Action Plan

Subject: Maths
Recent monitoring including pupil voice, learning walks and a practice 'deep dive' highlighted the continuation of key areas to be addressed and strengthened in 2022/2023: ● Consistent use of structures, representations and vocabulary to support maths visible in books and used by teachers ● Consistent use of environment. Visible displays to show: subject specific vocabulary, working examples, relevant structures and representations. (These to include the characters from the scheme) ● During lessons teachers refer to the working wall/display to support learning ● Pupils who are able to articulate which models and representations they use and explain how the working wall helps them with their learning. ● An understanding of REAL MATHS, how it is integral to the world, achieving economic success and accessing scientific and technological progress.
Overall aims: To ensure consistency in pedagogy across the school.

	Objective	Actions and timescales	Lead staff	Resources / finance including time.	Monitoring Who and How.	Success criteria
	Power Maths Lessons delivered DAILY across all phases.	All staff year 1 to year 6 to deliver revised (aligned to WRM) 'POWER MATHS' materials from September 2022. FS 2 Continue to embed the use of Power Maths lessons and online resources to FS2 (September 2022) FS 1 to use objective led planning to meet the needs of individual next steps. (This is tracked on development matters)	JC	DT/KM to teach year 5 Hall venue to be available daily as a classroom space for extra year group.	JC	All staff using the revised WR aligned online materials to deliver daily lessons. Teachers to return to delivering Power Maths to single cohorts for increased efficiency and speed of implementation.
	Consistent use of manipulatives and representatives across all phases.	.. All staff to familiarise with revised on line resources and changes to practice book/text books. Ensure essential equipment is sourced/ordered prior to lessons and that all children are expected	JC	Staff training on Power Maths Premium White Rose materials purchased.	JC	Teachers familiarise themselves with resources available and plan to use a variety of manipulatives and representatives where necessary. Maths Jotters used Y1 – Y6 to record whole class, shared and independent calculations.

		and encouraged to access appropriate support tools.				**Ensure classrooms have resources readily available every lesson.**
	Consistent use of Spreadsheet Assessment tool.	Staff to continue to embed using AFL assessment trackers to ensure any gaps in learning are identified and planned for appropriately. to ensure <mark>thorough delivery of lessons and adaptations/interventions for SEN and pupils who have not achieved the LG.</mark> AFL spreadsheet to identify need for extra support and efficacy of interventions to support lost-learning. Use alongside Class profile to assist in monitoring and assessment.	JC	Blank Pro formers to be given to each class teacher. JC to support in completion of these.	JC	All staff to have completed a classes profile for their maths group. (Deadline Autumn 1 2022) Staff to use the daily lesson spreadsheet as part of every PM session to highlight children who need/have had lesson specific intervention.
	Daily activities to improve Fluency.	Provide regular daily/weekly activities for children to practice number bonds (KS1) times tables (KS2)	JC	Daily ten Hit the button Power maths fluency tools. Timestables.co.uk	JC	Individual scores collated to show improvements

		Daily Ten /BMBT/Counting stick/songs etc. Times table target boards introduced in year 3 and visible in all Key stage 2 Classrooms. Include a robust tracking system for pupils in year 4 to engage daily in preparation for MTC. Use websites to target specific times tables facts identified as more difficult to retain.		Tables master Supermovers Links to useful websites on Google Classroom	
	Adaptations for SEN pupils evidenced in planning and practice.	Plan for use of key vocabulary/support tools to be used by specific children evidence of these adaptations on weekly overview and visible during learning walks.			SEN pupils are able to access a range of manipulatives, visual scaffolds and working wall.