

The Orchard School Action Plan – Subject: Maths 2022-2023

Improvement Targets

1. To increase rates of progress so that 100% achieve expected progress.
2. To continue developing improved staff subject knowledge to improve and maintain the teaching of Maths mastery across the school.
3. To improve fluency of number facts across the school.
4. Ensure children who are below expectation and 'just' expected make more rapid progress to narrow the gap: between boys and girls and within vulnerable groups (Pupil Premium, EAL, BME, SEND support)
5. To ensure quick grasping children are continuing to be challenged and opportunities for depth, ensuring GD% is maintained at significantly above local and national averages.

Success Criteria

- Essential maths skills will be consistently embedded for all children and a thorough understanding ensured before moving on to the more advanced skills, with a key focus on number in each year group. Steady progressing through the planning.
- Children will be able and have frequent opportunity to independently apply their mathematical knowledge in a range of contexts including open-ended problem-solving and reasoning questions
- Each Year Group will be clear about the expectations outlined in the National Curriculum and ensure that long- and medium-term plans offer maximum opportunity for meeting and exceeding these expectations. Following the NCETM/GLF planning.
- Both Girls and Boys will be secure and confident to take risks in their maths and will be enthused to tackle challenges.
- Vulnerable children, those with EAL and Children not meeting expectation or just meeting to be identified quickly and appropriate interventions put in place early on and monitored carefully. Misconceptions will be identified swiftly, and interventions put into place quickly and same day. Interventions same day where possible and regular short extra interventions for those with major gaps. Where appropriate 'pre-teaching' to be put in place and parents informed and supported.
- All children to talk about their Maths, using full sentences and key vocabulary during lessons
- Clear plan of teaching Fluency Facts to improve the learning and understanding of Number facts across the school.

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| Objective | Actions | Lead Person | Start date | Resources | Monitoring |
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| 1. To maintain/improve the percentage meeting expected and above by the end of KS1 2021-2022 84% To improve the % girls achieving GD by the end of KS1, 2021-2022 83% & 18% | Microsteps in planning using GLF/NCETM Ensure indepth coverage and not rushing ahead. Mastering Number implemented to build fluency, and confidence in fluency, to remove barriers in problem solving. Recap and retrieval highlighted in planning and used in all classes Specific girls targeted and supported by T and LSA. Parent involvement and support. Targeted resources and information sent home at parent's evenings. Potential pre teaching when needed (involving staff-if available or parents at home) | JS JE | Sept 2022 | -Planning time with whole year group. -NCETM/GLF Planning -White Rose resources to support planning -White rose daily flashback Mastering number-rekenreks | Monitor assessment data each term. Liaise with Anna/Chloe/Joe to support those not meeting expected or those just missing expected. Work scrutiny as school/year groups Planning scrutiny Learning walks/observations |
| 2. Implement the GLF EYFS new planning based on NCETM planning. | -support staff in implementing GLF/NCETM including changes to programme/changes to staffing across the school. -liaise with Early Years staff over changes to planning - All lessons planned from NCETM guidance/ethos ensuring microscopic steps. -embed the Mastering Number element in EYFS -support planning and implementation of shape/space and measure throughout early years using GLF planning - Continue to develop and fine tune planning and teaching repertoire of teachers to ensure planning lessons with precise, single well-chosen learning intention, effective questioning and microsteps. -ensure continuous provision embeds the learning - Ensure appropriate well thought out manipulatives -use of immediate precise and concise oral feedback to support/challenge children to check and correct own work -immediate identification and intervention as needed to | JB ES | Sept 2022 | -Planning time with whole year group. -NCETM/GLF Planning -NCETM support videos -White Rose resources to support planning | Regular discussion and feedback. Work moderation-Year teams and whole school Work scrutiny (JB) Planning scrutiny -initially on changes to the programme ensuring small steps and a steady progression through the planning (JB) Monitor long term planning across the year and short term planning to see coverage, small steps etc. Termly meeting and opportunity for feedback/troubleshoot/share positives/moderation Monitoring assessment Observation/learning walks |

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| | <p>encourage, challenge and enable mastery</p> <ul style="list-style-type: none"> -LSA's targeting specific children -misunderstandings to be addressed quickly, though self-checking/correction, daily interventions within class -mixed ability classes/groups -opportunity to build fluency by practice with microscopic steps/changes and implementation of Mastering Number NCETM programme -use of 6Rs to encourage risk-taking and confidence to try and have a go -Precise, well planned vocabulary and stem sentences to be explicit in display and teaching and in expectation across the school to further develop vocabulary and confidence to use to explain answers & processes. -Weekly Year group collaborative planning and discussion based on pre reading Teacher guides and considering vocabulary, misconceptions/resources/questioning. -frequent opportunities for repetition and practical application of concepts learned and problem-solving/ reasoning within each lesson within continuous provision. -monitor assessment | | | | |
| 3. Embed the NCETM Mastering Number programme across the school to improve fluency in Number facts. | <ul style="list-style-type: none"> -ensure all year groups have access to updated planning and resources. -timetable 15/20mins mins daily across the school (KS1) -timetable the Reception Mastering Number programme to be used to cover EYFS Maths Daily Number planning (4 days a week input) -monitor, feedback and evaluate regularly -take part in 'Mastering Number embedding programme' and share info and resources. -ensure teaching staff can find videos/resources to further develop subject knowledge. | JB, AM ES, JE | Sept 2022 | <ul style="list-style-type: none"> -Ensure 90 Rekenrek in each year group Learning walks to support. Mastering Number course x3 a year JS JE ES | <p>Timetables</p> <p>Monitor planning</p> <p>Regular staff discussions evaluation positives/issues etc</p> <p>Observations/walk rounds of Maths</p> <p>Mastery sessions (JB)</p> <p>Monitor fluency facts knowledge and application- obs/ books/discussions</p> |
| 4. Investigate Maths | <ul style="list-style-type: none"> -investigate use and benefits of Mathletics -investigate recommend online programmes -Implement new programme or reintroduce Mathletics and | JB AM JE ES | Sept 22 | <ul style="list-style-type: none"> -Online subscription? | <p>Monitor use of online programme</p> <p>Questionnaire to parents/staff on opinions about programme.</p> |

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| online resources and implement Maths online resource for home | <p>improve number of children accessing and completing home tasks.</p> <p>-ensure teachers confident in speaking to parents about Maths and the Mastery approach in New year parent talks and to individual parents depending on need and the benefit of new programme.</p> <p>-Resources selected to be sent home for information.</p> | | | | |
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