

<p>Focused Priority 4</p>	<p>Standards in Mathematics</p>						
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p>	<p>Mastery approaches are embedded across the school, supporting pupils to confidently speak in full sentences, using correct mathematical vocabulary. Larger objectives are broken down into small steps, enabling all pupils to grasp new concepts and develop fluency. All pupils have regular opportunities to reason and to apply the learnt skills in problem solving. Due to the teaching of small steps and the focus on fluency for all, pupils will make good progress from their starting points. Standardised assessments will show that pupils achieve at a similar level as their peers nationally.</p>						
<p>Targets</p>							<p>Success criteria</p>
<p>Year Group</p>	<p>Baseline attainment</p>	<p>Target attainment July 2020</p>	<p>Dec 19</p>	<p>Feb 20</p>	<p>Apr 20</p>	<p>July 20</p>	<p>SC1: Teachers identify prerequisite knowledge for the small steps and ensure that pupils are secure on this before moving on.</p> <p>SC2: Teachers use AFL to identify if a small step has been successfully taught before moving on.</p> <p>SC3: Teachers understand how cognitive demand and working memory impacts on their teaching and plan to avoid cognitive overload.</p> <p>SC4: Teachers carefully plan a progression of fluency with intelligent practise, reasoning and problem solving.</p>
<p>Y1 boys – 27 children</p>	<p>2019 EYFS EXP+=54% GDS=12%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	<p>ARE+=59% GDS=19%</p>	
<p>Y2 (TA)</p>	<p>2018 EYFS EXP+= 62% GDS= 2%</p>	<p>EXP+ = 67% GDS = 11%</p>	<p>Target ARE+:58% Actual 44%</p>	<p>N/A</p>	<p>Target ARE+:62% Actual:</p>	<p>EXP+: 67% Actual: 63%</p>	
			<p>Target GDS:0% Actual:0 %</p>	<p>N/A</p>	<p>Target GDS:5% Actual:</p>	<p>Target GDS: 11% Actual: 12%</p>	
<p>Y6 (TEST)</p>	<p>KS1 APS/FFT starting point has been used to forecast targets.</p>	<p>EXP+ = 70% GDS = 20%</p>	<p>Target:28% Actual: %23%</p>	<p>Target:40% Actual: 42%</p>	<p>Target:55% Actual: 59% (FFT)</p>	<p>Target: 70% Actual: 68%</p>	
			<p>Target GDS:5% Actual: 0%</p>	<p>Target GDS:10% Actual:3%</p>	<p>Target GDS:15% Actual: 11% (FFT)</p>	<p>Target GDS: 20% Actual: 14%</p>	
<p>Y6 Girls – 28 children</p>	<p>As above</p>	<p>EXP+=75% GDS=7%</p>	<p>Target=32% Actual=29% Target=0%</p>	<p>Target=45% Actual: 37% Target=0%</p>		<p>TargetEXP =75% Actual 69% GDS=7% Actual: 15%</p>	
<p>Y6 LPA – 12 children</p>	<p>As above</p>	<p>EXP+=42%</p>	<p>Target=8% Actual=0%</p>	<p>Target=17% Actual: 16%</p>			
<p>Y6 PPG – 24 children</p>	<p>As above</p>	<p>EXP+=70% GDS=8%</p>	<p>Target=29% Actual=12% Target=0%</p>	<p>Target=45% Actual: 20% Target=0%</p>			
<p>Key People</p>							<p>Funding & Resources</p>
<p>Linda Embling, Danni Holmes</p>							<ul style="list-style-type: none"> • TT rockstars • Tackling Tables • Concrete resources to support fractions work. • Subscription to deepening understanding.

Actions (and those responsible)	Who monitors?	Who evaluates? *	When	Check Date when completed
Monitoring of planning to ensure that small steps are evident, misconceptions planned for and reasoning opportunities are provided.	LE	SMT	Termly	NOVEMBER 2019
Follow up of feedback from monitoring. Support and follow up monitoring for teachers who have struggled to implement the small steps planning.	LE	SMT	Termly	Dec 2019
Monitoring of tackling tables data to ensure that the programme is used efficiently.	LE	SMT	Termly	Jan 2020
Drop ins to support new staff in using tackling tables.	LE	SMT	September	Sept 2019
Support staff in developing suitable questions for intelligent practise and reasoning through the use of Deepening Understanding.	LE	SMT	Throughout the year.	Jan 2020
Monitor engagement of TT rockstars to ensure it is having an impact through being used in school and at home. Set regular battles to build engagement with pupils. Support teachers who have poor engagement with building excitement and engagement within their class.	LE	SMT	November, March	Nov 2019
Staff training focused on identifying prerequisite knowledge and including it in planning.	LE	SMT	Spring term	
Training for NQTs and Teach first teachers on using concrete apparatus effectively.	LE	SMT	Autumn term	Oct 2019
Pupil voice focusing on pupils' perceptions of challenge and their own learning and progress to inform the mathematics subject leaders' knowledge.	LE	SMT	Spring term	
Attend Maths hub TRG with partner teacher and Maths hub subject leader sessions.	LE	SMT	Autumn and spring term.	
Monitor that Maths hub strategies introduced last year are continued to be used and are now embedded in every day practise. Offer support for new teachers in adopting these strategies	LE	SMT	Autumn term	Oct 2019
Analyse summative data gathered from White Rose assessments and standardised test to identify common strands that need development and use this to inform staff CPD.	LE	SMT	Termly	Dec 2019
Analyse teacher assessments on Educater to identify classes, cohorts or groups of pupils who may need additional support. Through pupil	LE	SMT	Each term	January 2020

progress meetings identify key pupils who are at risk at falling behind and set targets and interventions for these pupils.				
Identify strategies for mathematics that are effective in supporting and engaging girls. Share these strategies with staff.	LE	SMT	January	

Evaluation:

SC1: Teachers identify prerequisite knowledge for the small steps and ensure that pupils are secure on this before moving on.

Impact Review one : January 2020
Teaching staff received a half day staff training session with Craig Barton, ensuring that teachers have a clear understanding of how and why to check for prerequisite knowledge.
A new planning format was introduced in September and this has supported teachers in focusing their planning on breaking the learning into small steps and identifying the knowledge required. Monitoring has shown that while most teachers made good use of available resources to support them in this, others were not accessing these resources regularly. In response to this and in response to feedback from the teaching staff, updated and more flexible guidance was given to staff, including a list of specific resources and how to use them. Further feedback to measure the impact of this will be sought during the spring term.
Lesson observations completed during the autumn term showed that there is a growing confidence in teacher understanding of planning for small steps.

Impact Review two: June 2020
During the school closure teaching staff have been reading either, Yes but why? or Making Numbers, to further support the development of their subject knowledge. This will support teachers in breaking learning down into smaller steps.

SC2: Teachers use AFL to identify if a small step has been successfully taught before moving on.

Impact Review one : January 2020
The teaching staff had a half day CPD session with Craig Barton. This ensured that all teaching staff have a shared understanding of the importance of assessing small steps throughout the lesson. Subsequent monitoring of planning has shown that the majority of teachers regularly include quick afl questions throughout the lesson as well as in their plenary. Teachers have access to Diagnostic questions, ensuring that high quality questions are used so that pupils' understanding can be evaluated effectively.

SC3: Teachers understand how cognitive demand and working memory impacts on their teaching and plan to avoid cognitive overload.

Impact Review one: January 2020
Teaching staff have an understanding of cognitive demand through both CPD delivered by the mathematics lead and through attending the CPD delivered by Craig Barton. Monitoring of planning shows that teachers have begun to consider this more carefully in their planning, ensuring that slides shown to pupils do not have too much information, as well as ensuring that fluency is achieved before pupils attempt reasoning and problem solving.

SC4: Teachers carefully plan a progression of fluency with intelligent practise, reasoning and problem solving.

Impact Review one: January 2020

Through providing teachers with easy access to high quality teaching resources from White Rose and Deepening understanding, pupils are given suitable problems that promote a progression within and between lessons. Monitoring of planning and books show that lessons have a clear progression and that pupils get the opportunity to reason.

A recent Challenge Partner review noted that the teaching of careful small steps was evident and noted as a strength. To support the development of fluency, particularly in times tables, TT rockstars was introduced to run alongside our daily Tackling Tables work. Engagement levels were initially high and this has been sustained in the majority of classes. This means that the majority of pupils practise their times tables with a focused approach at home regularly. Where engagement has been low class teachers have been informed and given advice on improving the engagement levels. Termly assessment also shows that pupils are more confident with their times tables knowledge and that year on year, more pupils have an age appropriate recall of times tables.

Impact Review two: June 2020

All staff have taken part in training from White Rose focusing on the use of the bar model and the CPA approach. This will enable them to support pupils more effectively and to plan the use of CPA and bar model.