

STUDENTS' ACHIEVEMENT (PS1) (1.1 and 1.2 Attainment & Progress)

Raise Outstanding Attainment in Secondary and Maintain Outstanding in Post 16.

Leader: Head of Mathematics Secondary – Mita Singh

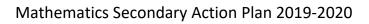
Line Manager: Heads of Secondary – Harpreet

Kaur

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
 To raise attainment to outstanding in Phase 3. Raise Mathematics Attainment in NAP assessments across the school -PTM, PISA, TIMSS. To further embed innovation and critical thinking in daily lessons. Develop the deeper learning elements of the curriculum for all groups of students 	 Embed high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students. Further, embed opportunities to develop critical thinking and extend students' interpretation and applications skills of mathematical concepts in integrated and diverse real life. Inculcate innovative teaching strategies in lessons. Ensure the use of time and resources creatively to consolidate in depth knowledge and learning. Ensure appropriate and effective use of AFL to 	Informal lesson observations/lear ning walks with specified focus — every fortnight Evaluation of attainment and progress (from baseline) every 6 weeks Book Look — every 3 weeks	Time for PD/Modelling by outstanding pracitioners as needed by department /year group. Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis Time for lesson observations and feedback Team teaching CAT4 and PTM data. Personalised planning. Moderation time and networking across phases in school and other schools	KS3: Year 7: Attainment- PTM: Large Majority (72%) of the students have attained stanine 6 and above in progress test in 2018-19. Year 8: Attainment- PTM: Large Majority (75%) of the students have attained stanine 6 and above in	HODs, HOs monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	PD on Use of effective data to personalise the lesson in order to provide challenge to all group of student. Evaluation of data is done by all and implemented in planning of the lesson. Department workshop was done to three part lessons, AFL and Marking. Use design thinking projects to give open ended question to students to find the solutions.



	and to show progress by all			progress test in		
	groups of students from their			2018-19.		
	individual starting points.	Termly evaluation				
	Ensure individual starting	of attainment and		Year 9:		
	points are set based on the	progress.		Attaches DTD4		
	previous day's progress.			Attainment: PTM		
				 Most (88%) of the 		
				students have		
	Strategic monitoring,			attained stanine 6		
	feedback and effective follow			and above in		
	up through lessons			progress test in		
	observations and learning			2018-19.		
	walk.					revisited the topics as
	Weekly book scrutiny of each			KS4:		per the gaps identifies in
	year group on a rotation basis			Attainment & Progress		PTM e.g in Year 7
	and complete monitoring log.					students interpret time
	 Identify target groups and 			 The majority (year 		graph and travel graph.
	share targets and strategies			10) and most (year		
	with concerned students and			11) of students	HOD, HOS	
	respective parents.			achieve above	monitor and	
				curriculum	review	
				standards in Maths	provision	
PTM Gaps identified				and make better	(lesson	
Year 7	Gap Analysis based lessons on PTM			than expected	observation,	
real 7	 Measurements 	June 2019		progress from their	Book look,	
To analyse internal	 Interpretation of time and 			baseline.	SOW, lesson	
and PTM data to	distance graph			WGE	plans, data).	
identify the gaps in	Review of the mentioned		Project based Learning:-	KS5	p.3.13, aaca,	
attainment	topics at the beginning of the		hattana //ourne at American	Attainment & Progress		
	term to assess the starting		https://www.ct4me.net			
	points Done		/math_projects.htm	 The majority (year 		
				12) and large		

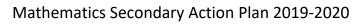




	Remapping of the SOW to			majority(year 13) of		In Year 8 students
	ensure all lessons have			students achieve	HOD, HOS	worked on straight line
	learning that deepens the			above curriculum	monitor and	graph
To modify the	understanding of the topics		Droblom Colving	standards in Maths		
curriculum based on	mentioned. – <mark>Done</mark>		Problem Solving:	and make better	review 	
PTM results and in	Revisit and reinforcement of		https://www.education	than expected	provision	
depth analysis	these concepts every term			progress from their	(lesson	
depth analysis	and more real life based tasks		quizzes.com/ks3/maths/	baseline in lessons	observation,	
	Lesson planning ensures that				Book look,	
	students are given			Most students in Phase	SOW, lesson	
	opportunities to work on word problems especially in			3 make better than	plans, data).	
	Financial literacy.			expected progress from		
	Financial literacy.			their starting point in		
Year 8:	Gap Analysis based lessons on PTM			Maths lessons and		
Teal o.	Facts and Fluency of 3D shapes.			overtime.		In Year 9 Ratio and
To modify the		0		1		proportion is done in
curriculum based on	 Similar shapes 	Ongoing		Large Majority of		Term 3
TIMSS report and	Nach anatical acceptan			students demonstrate		
PTM results in depth	Mathematical reasoning			strong independent		Applying their problem
analysis.	 Interpretation of data. 			learning skills with		solving skills to solve
, , , , , , , , , , , , , , , , , , , ,				sustained responsibility		money based problems
To integrate the	Review of the mentioned			to apply their learning to		involving decimals. Gaps
TIMSS 2019	topics at the beginning of the			real life and make		were identified and
Mathematics	term to assess the starting points <mark>Done</mark>			connections between		topics were revisited
framework into the	The state of the s			areas of learning for		
SOW	 Remapping of the SOW to ensure all lessons have 			deeper meaningful		SOW are remapped
30 00	learning that deepens the	June 2019		learning		For example straight line
	understanding of the topics			Most teachers in all		graphs was identified as
	mentioned Done					a gap which has been
	Provision in lesson plan			phases confidently and		revisited in lesson for in
	through starter/mid			consistently deliver Very		
	plenaries/plenaries to			good with outstanding		depth learning.
	enhance students to use			features or better		



Correct maths vocab. Game based activities- Challenge in lessons- Enhancing students' mental ability to solve problems. Embed mastery skills to enable students to securely attain curriculum standards:- Critical thinking Reasoning skills of the students Problem solving skills Gap Analysis based lessons on PTM analysis for end of term 3. Question wise gaps identified in these following topics Interpretation of scatter Graph. Ratio proportion in profit and loss along with speed, distance and time question. Probability of an event For the above mentioned topics the SOW is remapped to ensure the effective AFL strategies are used by teachers to skilfully elicit, consolidate and maximise learning for all groups of learners In lessons: Provision in lesson plan through	Ongoing Ongoing Ongoing	Financial Literacy: https://www.financialeduc atorscouncil.org/financial- literacy-for-kids/ https://www.mybnk.org /our-work/financial- education/money-twist- ks3/	lessons with enhanced personalisation and challenge based on effective use of all data enabling progress for all groups of students from their starting point. Improved student outcomes across all phases. EOY and CIE results-Outstanding attainment in Phase 3 and very good attainment in Phase 4. Most students are able to solve word problems higher ability and talented students are able to create a word problem. Most students confidently & consistently justify their findings using mathematical reasoning to solve problems, analyse and interpret the graphs Large majority of the students work on design thinking to enhance	HOD, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data).	More time is given to algebra, geometry and ratio & proportion.
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starter/mid-plenaries/plenaries s to enhance students to: Application of financial literacy to further enhance reading. Enhancing students' mental ability to solve problems Practicing more mental maths in classes Effective questioning to enhance: Critical thinking Reasoning skills of the students Problem solving skills Word problems - reading Game base learning and design thinking process is used to improve efficacy in Maths reasoning. This is further enhanced through specific tasks in home learning. Annotation and remapping of SOWs to accommodate interpreting, applying and evaluating mathematical outcomes related to scatter graph and word problems.	Ongoing	Project based learning: https://www.ct4me. net/math_projects. htm Problem Solving: https://nzmaths.co. nz/problem-solving	their reasoning and critical thinking skills. Students will be able to Challenge through real life word problems. Analytical and evaluation skills improved Draw appropriate conclusions that go beyond the data and provide justifications for their choices	HOD, HOS monitor and review provision (lesson observation, Book look, SOW, lesson plans, data).	



STUDENTS' ACHIEVEMENT (PS1) (1.3 Learning Skills)

Developing in depth learning skills and use of learning technology in Secondary Maths

Leader: Head of Mathematics Secondary

SLT In-charge: Heads of Secondary

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
 ❖ To sustain students learning skills through efficient use of learning technology in daily lessons. ❖ Enhance opportunities for productive communication of their learning amongst each other. 	Create enquiry based resources and best practices sharing opportunities for teachers across phases. Provide training and feedback on higher level questioning for teachers and monitor implementation during classroom observations. Consistent use of Blooms taxonomy for effective questioning and differentiation. Improve technology and innovative practices like robotics, coding, tubrics etc. across all lessons. Ensure that lessons contain regular opportunities for student inquiry through observation and feedback	Feb 2019 and ongoin g	Time for PD/Modelling by outstanding practitioners as needed by the department (innovation) Reviewed SOW, rubrics, student IEPs, ILPs, Lesson observations and feedback Team teaching	Most students have ability to communicate their learning more effectively. Most students are innovative and can use learning technologies independently effectively.	HODs, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	Investigation on derivation of formula I a polygon for helping the students to construct a deep understanding.



TEACHING AND ASSESSMENT (PS3)

To accurately assess the depth of students learning with effective AFL adjusting pace of the lesson.

Leader: Head of Maths

SLT In charge: Head of Secondary

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Comments
Ensure that lesson flow at a pace that allows all activities to be concluded and students understanding to be fully assessed and consolidated. ASSESSMENT To develop strategies of feedback and the use of assessment information to plan appropriate teaching and learning for all pupils.	 All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. Share the outstanding practices and rigorously monitor provision in lessons to ensure consistent implementation of social model of disability, securing instructional accommodations support and assistive technologies as needed for SEND students. Planning and book scrutiny demonstrates effective differentiation and challenge all groups of learner and maximise outcomes for all students. 	Feb 2019 and ongoing	Monitoring forms, IPPs, modelling, lesson observations, peer observation, team teaching. PD and sharing best practices on effective personalization and appropriate challenge IEPs, TLPs, ILPs, Minutes of meetings PD sessions on effective use of data for impactful personalization. Regular and rigorous data analysis.	 ▶ Large majority teachers confidently and consistently deliver Very good and better lessons. ▶ All groups of students make outstanding progress in lessons. ▶ All G/T students identified with rigorous and effective use of data and lesson observations. ▶ Almost all G&T students are effectively engaged and challenged in lessons and make progress from their starting points. 	HODS and HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action. SEND Co, HODs, HOK, and HOS monitor the provision through lesson observations, Book looks, personalized lesson plans, IEPs -termly with prompt action HODs, HOKS, DHOS and VP to accurately identify and monitor the provision for G/T through lesson observations, Book looks, personalized lesson plans, TLPs- termly with prompt action	New teachers buddied with very good and outstanding teachers . PD done on AFL. Personalisation, three part lesson. Modelling and team teaching done for new and good teachers Use of rubrics by students and teachers to assess and set targets.



LEADERSHIP AND MANAGEMENT (PS6)

Improve the effectiveness of leadership by increasing the effectiveness of monitoring in the self-evaluation process.

Leader: Heads of Maths

SLT In charge: Head of Secondary

Prioritised	Actions	Time Frame	Resources	Success Criteria	Monitoring &	Comments
Objectives					Evaluation	
 Improve the monitoring of 	Consistently monitor the teachers who are acceptable and good and prepare IPP's for			 Rigorous Monitoring – paired observations and 	SLT and MLs (HOD, HOKS)	Worksop is conducted during department time for
lessons to ensure	the teachers.			impact evaluation by	Holoy	personalisation.
of the quality of teaching is	Conduct peer observation of the outstanding teachers with acceptable and good teachers to ensure they understand the standards of evaluation. Buddy support for the new teachers to ensure that all teachers understand the			enabling improved student outcomes across all phases. Continued improvement in attainment and progress over time and improving		Support to teachers with team teaching, regular monitoring and 20 mins lesson observation with feedback is done. Modelling and team teaching
 To moderate ongoing internal assessments 	features of outstanding teaching. Continue to monitor the use of the assessment tracking sheets in particular how to use these to inform planning and teaching.			trends of external results. Termly review of SIMS tracker and moderation to ensure consistency across year groups.		ongoing for new and good teachers