

MATHS -Primary Action Plan (PIAP) 2018-2019



Primary Maths Department Action Plan including NAP 2018-19

1 STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)				Leader: Head of Maths -Primary Line Manager: HOP Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>❖ To raise Maths Attainment in Phase 2 to VG and Progress in Phase 2 to O.</p> <p><u>Year 2</u></p> <p>❖ <u>PTM</u></p> <ul style="list-style-type: none"> To effectively analyse and use PTM data to identify strengths and gaps to inform planning. To modify the curriculum based on PTM 	<ul style="list-style-type: none"> Extend students' interpretation and applications skills of mathematical concepts in integrated and diverse real life and/or unfamiliar context with continuous focus on Mental Maths, Algebraic and Geometric skills across all phases. <p>GAPS identified based on PTM results: Curriculum Content Category: Statistics Comparing & contrasting statistical information. Question wise analysis GAPS identified: Number- Mathematical reasoning- e.g. Filling in the missing middle number, which is 5 less than 20. Choose half of the kittens & click on them to make them black Process Category: Fluency in fact& procedures Problem Solving</p> <p>Curriculum Modification based on PTM data analysis</p>	<p>March 2018 ongoing</p>	<ul style="list-style-type: none"> Time for PD/Modelling by outstanding practioners based on identified needs. Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis Time for lesson observations and feedback Team teaching Moderation time and networking across phases in school and other schools. 	<ul style="list-style-type: none"> Large majority of students in phase 2 achieve above curriculum standards in Maths and most students make better than expected progress from their starting points. 	<p>HOD,SID,HOKS,HOP review provision ,monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>End of year data is secure, ongoing lesson observation data is being evaluated.</p>
		<p>May/June PTM analysis 2018</p>	<ul style="list-style-type: none"> PBL/Game based Learning /Inquiry based Learning http://pbli.org/projects/the-tower-garden-challenge 	<ul style="list-style-type: none"> Most students perform according to their potential in both internal and external assessments. 	<p>HOD, SID & teachers</p>	<p>Internal Attainment and External examination data trends are improving for all year groups.</p>
		<p>Ongoing</p>	<p>Problem Solving- Stage 1 https://nrich.maths.org/13251</p> <p>Maths Vocab building game- http://www.math-play.com/1st-grade-vocabulary-game/1st-</p>	<ul style="list-style-type: none"> Most students confidently & consistently justify their findings using mathematical reasoning to solve problems. 	<p>HOD, SID & teachers</p>	

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<p>results and in depth analysis.</p> <p>Year 3</p> <p>❖ TIMSS:</p> <ul style="list-style-type: none"> To integrate the TIMSS 2019 Mathematics Framework into the SOW. To modify the curriculum based on TIMSS report and data analysis. To embed high level of Mental Maths in unfamiliar and context. To develop a deeper comprehension and inferential skills 	<ul style="list-style-type: none"> Scheduled 2 weeks Revision lessons. SOW reviewed & extended period of 2 weeks for measures. Revisit & reinforcement of these concepts in every term <p>More real life based tasks-In lessons & home learning</p> <p>GAPS identified based on PTM results:</p> <p>Content Domain:</p> <p>Number</p> <ul style="list-style-type: none"> Problems involving odd & numbers Problem situations in context of real life. <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Perimeter of simple polygons Properties of shapes including symmetry <p>Data</p> <ul style="list-style-type: none"> Read and interpret data from line graphs and pie charts <p>Curriculum Modification based on TIMSS report and data analysis</p> <p>Lessons:</p> <p><u>Starter/ Plenary</u> - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary.</p> <p>Home learning:</p> <p><u>Survey style tasks(PBL)-</u> Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz</p> <p>Weekly routines</p> <p>Maths comprehension Task cards Maths Challenge Question MCQ- (Every Sun) - Word problem- simple & complex. TIMSS style questions.</p> <p>Events: To encourage students to enter Mathematical Competitions e.g. STEM Olympiad, KENKEN, Maths quiz, WIN SPARKS</p> <p>PBL/Game based Learning /Inquiry based Learning in lessons and theme days/weeks.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>grade-vocabulary-game.html</p> <p>TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm</p> <p>TIMSS Mathematics framework http://timssandgirls.bc.edu/timss2019/frameworks/download-center/#</p>	<ul style="list-style-type: none"> Most students confidently & consistently justify their findings to solve TIMSS style questions using mathematical reasoning independently in a range of situations. Most students can interpret the data and use different approaches to present the data. Skilful questioning deepens thinking skills and supports understanding of all students. Most can use different strategies and confidently solve complex/2 step word problems. Most students use high reasoning skills and logical systematic thinking to arrive at solutions to problems set in a novel or unfamiliar situations. 	<p>HOD, SID & teachers</p> <p>HOD, SID & teachers</p>	<p>High percentage of students in the advanced International benchmark band.</p>
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<p>Year 3</p> <p>❖ PTM</p> <ul style="list-style-type: none"> To effectively analyse and use PTM data to identify strengths and gaps to inform planning. To modify the curriculum based on PTM results and in depth analysis. 	<p>GAPS identified based on PTM results: Curriculum Content Category: Geometry e.g. Identify the properties of a given 2 D shape.</p> <p>Question wise analysis GAPS identified: Number - Place Value & Odd & Even properties. Make the subtraction calculation with the smallest possible answer. Type in figures the number four hundred and eighty one. Look at the numbers on the screen and click the odd number. Process Category: Fluency in facts & Procedures</p> <p>Curriculum Modification based on PTM data analysis:</p> <ul style="list-style-type: none"> Scheduled 2 weeks Revision lessons. SOW reviewed & extended time frame. Revisit & reinforcement of these concepts in every term More real life based tasks-In lessons & home learning 	<p>May/June PTM analysis 2018</p> <p>Ongoing</p>	<p>Maths Vocab building game- http://www.math-play.com/4th-grade-vocabulary-game/4th-grade-vocabulary-game.html</p>	<ul style="list-style-type: none"> Most students perform according to their potential in both internal and external assessments. Most students confidently & consistently justify their findings using mathematical reasoning to solve problems. 	<p>HOD, SID & teachers</p> <p>HOD, SID & teachers</p>	<p>Internal Attainment and External examination data trends are improving for all year groups.</p>
<p>Year 4</p> <p>❖ TIMSS:</p> <ul style="list-style-type: none"> To integrate the TIMSS 2019 Mathematics Framework into the SOW. 	<p>Curriculum Modification in SOW based on TIMSS Syllabus 2019</p> <p>In the Content Domain: Number</p> <ul style="list-style-type: none"> Place value extended to 6 digits Problems involving odd & numbers Problem situations involving decimals with one or two places in context of money <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Perimeter of polygons Properties of shapes including rotational symmetry <p>Data</p> <ul style="list-style-type: none"> Read and interpret data from line graphs and pie charts 	<p>Ongoing</p> <p>Ongoing</p>	<p>TIMSS style questions https://www.nfer.ac.uk/TI/MSS/sample-questions.cfm</p> <p>TIMSS Mathematics framework http://timssandpirls.bc.edu/timss2019/frameworks/download-center/#</p>	<ul style="list-style-type: none"> Most students confidently & consistently justify their findings to solve TIMSS style questions using mathematical reasoning independently in a range of situations. Most students can interpret the data and use different approaches to present the data. Skilful questioning deepens thinking skills and supports 	<p>HOD, SID & teachers</p>	<p>High percentage of students in the advanced International benchmark band.</p>

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<ul style="list-style-type: none"> To modify the curriculum based on TIMSS report and data analysis. To embed high level of Mental Maths in unfamiliar and context. To develop a deeper comprehension and inferential skills 	<p>Curriculum Modification based on TIMSS report and data analysis Lessons: <u>Starter/ Plenary</u> _ Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary. Home learning: <u>Survey style tasks(PBL)-</u> Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz Weekly routines Maths comprehension Task cards Maths Challenge Question MCQ- (Every Sun) - Word problem- simple & complex. TIMSS style questions. Events: To encourage students to enter Mathematical Competitions e.g. STEM Olympiad, KENKEN, Maths quiz, WIN SPARKS PBL/Game based Learning /Inquiry based Learning in lessons and theme days/weeks.</p>	<p>Ongoing</p>	<p>understanding of all students.</p> <ul style="list-style-type: none"> Most students display skills to critically think, solve, analyse & explain problems in lessons. Most students use high reasoning skills and logical systematic thinking to arrive at solutions to problems set in a novel or unfamiliar situations. 	<p>HOD, SID & teachers</p>	
<p>Year 4 ❖ PTM</p> <ul style="list-style-type: none"> To effectively analyse and use PTM data to identify strengths and gaps to inform planning. To modify the curriculum based on PTM results and in depth analysis. 	<p>GAPS identified based on PTM results: Curriculum Content Category: Measurement Time- e.g. My watch says half past one in the afternoon. What would a digital clock say? Money- e.g. How many 20 pieces does Mr.Smith get in exchange of a £ 5 note? Question wise analysis GAPS identified: Number- How many more invitations can she make with the left over stickers? Process Category: Fluency in facts & Procedures Fluency in conceptual understanding Curriculum Modification based on PTM data analysis:</p>	<p>May/June PTM analysis 2018</p> <p>Ongoing</p>	<p>Maths Vocab building game- http://www.math-play.com/3rd-grade-vocabulary-game/3rd-grade-vocabulary-game.html Problem Solving- Stage 2 Real life based tasks https://nrich.maths.org/primary-upper</p>	<ul style="list-style-type: none"> Most students perform according to their potential in both internal and external assessments. 	<p>HOD, SID & teachers</p> <p>HOD, SID & teachers</p> <p>Internal Attainment and External examination data trends are improving for all year groups.</p>

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<p>Year 5</p> <p>❖ TIMSS:</p> <ul style="list-style-type: none"> To integrate the TIMSS 2019 Mathematics Framework into the SOW. To modify the curriculum based on TIMSS report and data analysis. To embed high level of Mental Maths in unfamiliar and context. To develop a deeper comprehension and inferential skills. Rigorous practice and discussion of TIMSS questions with the present Year 5 for TIMSS 2019. 	<ul style="list-style-type: none"> Scheduled 2 weeks Revision lessons. SOW reviewed & extended time frame. Revisit & reinforcement of these concepts in every term More real life based tasks-In lessons & home learning <p>Curriculum Modification in SOW based on TIMSS Syllabus 2019</p> <p>In the Content Domain:</p> <p>Number</p> <ul style="list-style-type: none"> Simple equations Problem situations involving decimals with one or two places <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Perimeter of polygons Volume filled with cubes Properties of shapes including rotational symmetry <p>Data</p> <ul style="list-style-type: none"> Read and interpret data from line graphs and pie charts <p>Curriculum Modification based on TIMSS report and data analysis</p> <p>Lessons:</p> <p><u>Starter/ Plenary</u> _ Convince me Why? Activities to provide mathematical arguments to support their strategy or solution.</p> <p>TIMSS style questions during the starter/plenary.</p> <p>Home learning:</p> <p><u>Survey style tasks(PBL)-</u></p> <p>Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz</p> <p>Weekly routines</p> <p>Maths comprehension Task cards</p> <p>Maths Challenge Question MCQ- (Every Sun) - Word problem- simple & complex.</p> <p>TIMSS style questions.</p> <p>Events:</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm</p> <p>TIMSS Mathematics framework http://timssandgirls.bc.edu/timss2019/frameworks/download-center/#</p>	<ul style="list-style-type: none"> Most students confidently & consistently justify their findings to solve TIMSS style questions using mathematical reasoning independently in a range of situations. Most students can interpret the data and use different approaches to present the data. Skilful questioning deepens thinking skills and supports understanding of all students. Most students display skills to critically think, solve, analyse & explain problems in lessons. Most students use high reasoning skills and logical systematic thinking to arrive at solutions to problems set in a novel or unfamiliar situations. Most students perform according to their potential in both internal and external assessments. 	<p>HOD, SID & teachers</p>	<p>High percentage of students in the advanced International benchmark band.</p>
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<p>Year 5</p> <p>❖ PTM</p> <ul style="list-style-type: none"> To effectively analyse and use PTM data to identify strengths and gaps to inform planning. To modify the curriculum based on PTM results and in depth analysis. <p>Year 6</p> <p>❖ TIMSS:</p> <ul style="list-style-type: none"> To integrate the TIMSS 2019 Mathematics Framework into the SOW. 	<p>To encourage students to enter Mathematical Competitions e.g. STEM Olympiad, KENKEN, Maths quiz, WIN SPARKS</p> <p>PBL/Game based Learning /Inquiry based Learning in lessons and theme days/weeks.</p> <p>GAPS identified based on PTM results: Curriculum Content Category: Measurement Time- e.g.</p> <ul style="list-style-type: none"> A TV programme starts at ¼ past 4 ends at ¼ past 6. How long did it last? How many weeks are fifty-six days? There are 31 days in Aug. How many days are there after the eighteenth of Aug? <p>Geometry- e.g. Which is the smallest angles? Click on all the squares that are cut into 2 equal pieces?</p> <p>Question wise analysis GAPS identified: Measurement- Money - Calculate change involving decimals-Bob spends 3 pounds sixty. He pays with a 5-pound note. How much change does he get?</p> <p>Process Category: Fluency in facts & Procedures Problem Solving</p> <p>Curriculum Modification based on PTM data analysis:</p> <ul style="list-style-type: none"> Scheduled 2 weeks Revision lessons. SOW reviewed & extended time frame. Revisit & reinforcement of these concepts in every term More real life based tasks-In lessons & home learning <p>Curriculum Modification in SOW based on TIMSS Syllabus 2019 In the Content Domain: Number</p> <ul style="list-style-type: none"> Problems involving odd & numbers 	<p>May/June PTM analysis 2018</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Maths Vocab building game- http://www.math-play.com/3rd-grade-vocabulary-game/3rd-grade-vocabulary-game.html</p> <p>Problem Solving- Stage 2 Real life based tasks https://nrich.maths.org/primary-upper</p> <p>TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm</p>	<ul style="list-style-type: none"> Most students perform according to their potential in both internal and external assessments. Most students confidently & consistently justify their findings to solve TIMSS style questions using mathematical reasoning 	<p>HOD, SID & teachers</p> <p>HOD, SID & teachers</p>	<p>Internal Attainment and External examination data trends are improving for all year groups.</p>
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<ul style="list-style-type: none"> To modify the curriculum based on TIMSS report and data analysis. To embed high level of Mental Maths in unfamiliar and context. To develop a deeper comprehension and inferential skills To bridge the 40 points gap identified and ensure similar performance of boys and girls. 	<ul style="list-style-type: none"> Simple equations Problem situations involving decimals with one or two places <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Perimeter of polygons Volume filled with cubes Properties of shapes including rotational symmetry <p>Data</p> <ul style="list-style-type: none"> Read and interpret data from line graphs and pie charts <p>Curriculum Modification based on TIMSS report and data analysis</p> <p>Lessons: Starter/ Plenary -Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary.</p> <p>Home learning: <u>Survey style tasks(PBL)-</u> Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz</p> <p>Weekly routines Maths comprehension Task cards Maths Challenge Question MCQ- (Every Sun) - Word problem- simple & complex. TIMSS style questions.</p> <p>Events: To encourage students to enter Mathematical Competitions e.g. STEM Olympiad, KENKEN, Maths quiz, WIN SPARKS</p> <p>PBL/Game based Learning /Inquiry based Learning in lessons and theme days/weeks.</p> <p>Early intervention, close monitoring & follow up of girls performance. Personalised strategies in place to engage and extend opportunities for girls largely. Lead & present in lessons & events : WIN sparks Maths Quiz</p>	<p>Ongoing</p>	<p>TIMSS Mathematics framework http://timssandgirls.bc.edu/timss2019/frameworks/download-center/#</p>	<p>independently in a range of situations.</p> <ul style="list-style-type: none"> Most students can interpret the data and use different approaches to present the data. Skilful questioning deepens thinking skills and supports understanding of all students. Most students display skills to critically think, solve, analyse & explain problems in lessons. Most students use high reasoning skills and logical systematic thinking to arrive at solutions to problems set in a novel or unfamiliar situations. Girls are confident in presenting their findings using mathematical reasoning independently in a range of situations during both lessons & events. 	<p>HOD, SID & teachers</p> <p>HOD, SID & teachers</p>	<p>High percentage of students in the advanced International benchmark band.</p>
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<p>Year 6</p> <p>❖ PTM</p> <ul style="list-style-type: none"> To effectively analyse and use PTM data to identify strengths and gaps to inform planning. <p>To modify the curriculum based on PTM results and in depth analysis.</p> <p>❖ CAT 4</p> <ul style="list-style-type: none"> To analyse & continue to effectively use the CAT4 data to identify groups and provide early intervention. 	<p>KEN KEN Competition Mental Maths Competition Interhouse Maths Quiz KEN KEN Competition STEM Olympiad</p> <p>GAPS identified based on PTM results: Curriculum Content Category: Measurement Time –Calculate time intervals & Money-Calculate change involving decimals Number: For e.g.Fill in the next 2 numbers in Liam's sequence. Type seventy six divided by ten as a decimal. Question wise analysis GAPS identified: Number- Applying their problem solving skills to solve money based problems involving decimals. Type a Square number between twenty and thirty.</p> <p>Measurement-Money-How many pence are there in 23 pounds? My shopping bill comes to 14.86. How much change shall I receive from a 20 pound note? Process Category: Fluency in facts & Procedures Fluency in conceptual understanding</p> <p>Curriculum Modification based on PTM data analysis:</p> <ul style="list-style-type: none"> Scheduled 2 weeks Revision lessons. SOW reviewed & extended time frame. Revisit & reinforcement of these concepts in every term More real life based tasks-In lessons & home learning <p>Use the analysis to identify and provide appropriate challenge to support high achievers and Gifted with ALP & Talented with a TLP. Meeting parents accordingly to share strategies and support that can work at home.</p>	<p>May/June PTM analysis 2018</p> <p>Ongoing</p> <p>May/June CAT4 results analysis</p>	<p>Maths Vocab building game- http://www.math-play.com/3rd-grade-vocabulary-game/3rd-grade-vocabulary-game.html</p> <p>Problem Solving- Stage 2 Real life based tasks https://nrich.maths.org/primary-upper</p> <p>CAT4 Reports</p> <p>CAT4 combination Reports</p>	<ul style="list-style-type: none"> Most students perform according to their potential in both internal and external assessments. <ul style="list-style-type: none"> Most students have secure knowledge of their starting points through regular self-marking using rubrics and reflection of their own PT and CAT4 results along with internal school assessments. 	<p>HOD, SID & teachers</p> <p>HOD, SID & all teachers (Year 4,5 & 6)</p>	<p>Internal Attainment and External examination data trends are improving for all year groups.</p>
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<ul style="list-style-type: none"> ▪ To personalise lessons plans using the student implications and plan next steps. ▪ Low Verbal Bias ❖ To embed learning skills consistently across phase 2 with greater focus on 1.3.1 and 1.3.3. 	<p>Involving parent reps to support the and lower achievers. Provide appropriate challenge to support high achievers and G&T and track their progress on a termly basis. To use the quantitative, verbal, Non-verbal & spatial score to plan appropriate activities in line with the implications suggested.</p> <p>Year wise CAT4 results GAPS – Verbal Skills Use of Visual media such as videos, concept cartoons Think pair share, group discussions</p> <p>Reasoning skills Creating critical thinking questions using Bloom’s taxonomy, thinking time.</p> <ul style="list-style-type: none"> ▪ Strengthen students’ learning skills through: extended independent research and enquiry based learning with sustained responsibility and ensure most students have secure knowledge of their starting points and diligently work to ensure better than expected progress. ▪ Coach students to be proactive in their own learning and setting pace of development by showing increasing confidence in self-review using the rubrics by engaging in dialogue with peer/teacher and setting next steps. ▪ Embed opportunities for effective collaboration in Maths lessons to ensure students demonstrate high level of reasoning, skills as independent thinkers and learners. ▪ Provide opportunities in Maths lessons for students to apply their skills, knowledge and understanding to different context and real life situations by enhancing opportunities for innovation and enterprise within lessons through STEAM style PBL. 	<p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Link:http://www.teachhub.com/using-differentiated-instruction-gifted-learners</p>	<ul style="list-style-type: none"> ▪ High achievers and G&T pupils will show accelerated progress at greater depth. ▪ All G&T pupils will show accelerated progress and greater depth. ▪ Lower achievers will make increased progress, narrowing their GAPS in the assessments ▪ Most students will be able to use and apply their knowledge and inquiry skills independently ▪ Large Majority of students demonstrate strong independent learning skills with sustained responsibility to apply their learning to real life and make connections between areas of learning for deeper meaningful learning. 	<p>HOD,SID & all teachers (Year 4,5 & 6)</p> <p>HOD, SID & teachers</p>	<p>In process of ensuring, all teachers have one to one counselling with each child of end of year PT scores and new CAT4 scores.</p> <p>High percentage of students in the much higher than expected level of attainment.</p> <p>Increased opportunities seen for embedding 1.3.1 and 1.3.3.</p>
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2. QUALITY OF TEACHING AND ASSESSMENT (PS3)				Leader: Head of Maths -Primary Line Manager: HOP Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> ▪ To embed consistency in outstanding teaching and assessment practices. ▪ To ensure all teachers across phases have secure understanding of assessment data and use it most effectively for plan and deliver to meet the needs of all students. ▪ To enhance personalised support and challenge for all groups of students. 	<ul style="list-style-type: none"> ▪ Embed systems to share outstanding high quality teaching thus build consistency in high standard of T&L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations). ▪ All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on good or better learning in lessons. ▪ Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress ▪ All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. ▪ Embed outstanding AfL strategies and build rigour in moderation of assessments and measuring progress in lessons through effective use of rubrics and high quality diagnostic feedback. ▪ 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. ▪ Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T in Phase 2. ▪ Ensure high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons. 	March 2018 ongoing	Monitoring forms, IPPs modelling, peer observation , team teaching. PD sessions on effective use of data for impactful personalisation. Regular and rigorous data analysis. PD and sharing best practices on effective personalisation and appropriate challenge IEPs, ALPs, TLPs, ILPs.	<ul style="list-style-type: none"> ▪ Most teachers confidently and consistently deliver Very good with outstanding features or better lessons with enhanced personalisation and challenge based on effective use of all data enabling excellent progress for all groups of students from their starting point especially in Phase 4. ▪ Almost all teachers made progress and achieved their targets identified in IPP and rigorous support in place. ▪ All groups of students make outstanding progress in most lessons due to personalised support and stretched challenge to maximise their potential across all phases. ▪ 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. SENDCo, HODs, HOKS and HOS monitor the provision through lesson observations, Book looks, personalised 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, personalised lesson plans, ALPs, TLPs- termly with prompt action	All teachers will complete paired observation with either senior or middle leader by end of term1. Very positive feedback on deeper understanding of good or better lessons and how to look for and ensure learning / progress in lesson. Understanding of all data is getting deeper, however use of data to personalize is variable and support is being put in place promptly. Ongoing monitoring and support. SEND and G&T lists under review again after CAT4 assessments and 6 weeks of induction for all students.

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3. LEADERSHIP AND MANAGEMENT (PS6)				Leader: Head of Maths -Primary Line Manager: HOP Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding. 	<ul style="list-style-type: none"> Specific tasks and duties allotted to SID as a part of succession planning: Work with SID and evaluate both internal and external data and accurately analyse and bridge the identified gaps. Encourage SID to plan, lead events and activities and evaluate as WWW and EBI. Build rigour and consistency in accurate evaluation and monitoring of actions and to ensure accurate evaluation of teaching and learning in relation to students' achievements. Innovative and creative solutions to ensure the provision of Art and Music 	March 2018 ongoing	Sharing outstanding samples of SEF and action plans.	<ul style="list-style-type: none"> Rigorous Monitoring – paired observations and impact evaluation enabling improved student outcomes across all phases. Continued improvement over time and improving trends of PT results. Art and Music provision enhanced across all phases. 	HOD,SID,HOKS & HOP	<p>Strategic actions like paired observations, Individual progress Plan are ongoing and rigour in monitoring impact and prompt support is enabled.</p> <p>Positive outcomes of all the rigour and monitoring has improved T&L and use of assessment data hence, outstanding student outcomes.</p> <p>Work in progress now for new cohort for 2018-19 and rigour in place for monitoring highest standards and support in place.</p>