Primary Maths Action Plan 2019-20

مدرسة وينشستر
The Winchester School

1.STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)(1.1,1.2 &1.3 Attainment, Progress & Learning skills) • Maintain Outstanding Attainment and Progress in Phase 1 for Maths. • Maintain Very Good Attainment and raise Progress to Outstanding in Phase 2 for Maths. • To increase the use of problems that promote understanding of broad themes such as Measurement. • To develop in depth learning skills and raise students' ability to communicate effectively and confidently.	Leader: Head of Maths –Primary – Hema Fernandes SLT In charge: Elizabeth Jacob- HOPLD

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
❖ **To maintain Outstanding Attainment and Progress in Phase 1 for Maths** ❖ **To maintain Very Good Attainment and raise Progress to Outstanding in Phase 2 for Maths.**	✓ 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.	March 2018 ongoing	▪ 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.	▪ 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.	HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	End of year data is secure, ongoing lesson observation data is being evaluated.
❖ **Internal Assessments:** **To use external benchmark (CAT4, PTM) data to inform planning and implementation to maximise potential.** **Benchmark Assessments: (PTM/TIMSS/CAT4)**	Embed robust AFL strategies with teachers rigorously monitoring all students progress and students becoming responsible and independent learners **EOY prediction : WA band-Year 2-65%** **WA band- Year 6- 70%** **GAPS identified based on Baseline results:** **Numbers:** ✓ Grouping	May/June PTM analysis 2018 Ongoing	▪ Benchmark data, Internal data and monitoring sheets. Maths Vocab building game- http://www.math-play.com/1st-grade-vocabulary-game/1st-	▪ Most students perform according to their potential in both internal and external assessments. ▪ Most students perform according to their potential in both internal and external assessments.	HOD,SID,HOKS,HOP monitor and review provision (lesson observation,	Internal Attainment and External examination data trends are improving for all year groups.

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PHASE 1:FS ▪ To effectively analyse and use internal data & baseline test to identify strengths and gaps to inform planning.	**Shape, Space & Measures** ✓ Time- Reading time-O'clock **GAPS identified based on Internal results:** **Numbers:** ✓ Count on from a given number(Add/subtract) ✓ Identify own mathematical problems solve and explain. ✓ Skip Counting	Ongoing	grade-vocabulary-game.html	▪ Most students perform according to their potential in both internal and external assessments.	Book look, SOW, lesson plans, data) termly with prompt action	
PHASE 2: **Year 1** ▪ To effectively analyse and use internal data to identify strengths and gaps to inform planning.	**GAPS identified based on Internal results:** ✓ To solve word problems involving mixed operations. ✓ To tell the time to half hour on a clock and solve problems of time intervals. **GAPS identified based on Internal results:** ✓ Number- Fractions ✓ Measurement- Time & Money ✓ Problem Solving **Curriculum Modification based on internal data analysis** ✓ Scheduled Revision lessons after SA2. ✓ SOW reviewed & extended period of 2 weeks for measures. ✓ Revisit & reinforcement of these concepts in every term More real life based tasks-In lessons & home learning	Ongoing	Maths Vocab building game- http://www.math-play.com/1st-grade-vocabulary-game/1st-grade-vocabulary-game.html	▪ Most students confidently & consistently justify their findings using mathematical reasoning to solve problems. ▪ Most students perform according to their potential in both internal and external assessments.	HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	High percentage of students in the advanced International benchmark band.
Year 2 ▪ To effectively analyse and use internal data to identify strengths and gaps to inform planning.	**Curriculum Modification based on TIMSS Syllabus 2019** **Number** ✓ Problems involving odd & even numbers ✓ Problem situations in context of real life. **Measurement & Geometry**	Ongoing	▪ PBL/Game based Learning /Inquiry based Learning http://pblu.org/projects/the-tower-garden-challenge	▪ 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.	HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	

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Year 3 ❖ **TIMSS:** ▪ 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 **Year 3** ❖ **PTM** ▪ To effectively analyse and use PTM data to	✓ Perimeter of simple polygons ✓ Properties of shapes including symmetry **Data** ✓ Read and interpret data from line graphs and pie charts **Curriculum Modification based on TIMSS report and data analysis** **Lessons:** Starter/ Plenary - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary. **Home learning:** Survey style tasks(PBL)- 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, Maths quiz, WIN SPARKS **PBL/Game based Learning /Inquiry based Learning** in lessons and theme days/weeks. **GAPS identified based on PTM results:** **Curriculum Content Category: Number &Measurement -** **Measurement-Money** ✓ I have a 50 p piece, a 20p piece, a 50 p piece and two-2p piece. How much do I have altogether? **Number- 4 operations** ✓ Make addition calculation with the smallest possible number. **Question wise analysis GAPS identified:** **Measurement-Money**	May/June PTM analysis 2018 Ongoing Ongoing Ongoing	Problem Solving- Stage 1 https://nrich.maths.org/13251 Maths Vocab building game- http://www.math-play.com/1st-grade-vocabulary-game/1st-grade-vocabulary-game.html TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm TIMSS Mathematics framework http://timssandpirls.bc.edu/timss2019/frameworks/download-center/#	▪ Skilful **questioning deepens thinking skills** and supports understanding of all students by providing opportunities to create. ▪ 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. ▪ 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.	HOD, SID & teachers HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	Internal Attainment and External examination data trends are improving for all year groups. High percentage of students in the advanced International benchmark band. **In YEAR 3 PTM: Measurement strand showed an increase of 7%.**

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identify strengths and gaps to inform planning. ▪ To modify the curriculum based on PTM results and in depth analysis. **Year 4** ❖ **TIMSS:** ▪ To integrate the TIMSS 2019 Mathematics Framework into the SOW.	✓ Money based problem (How many 5p coins makes 25p?) **Number- 4 operations** ✓ Make the subtraction calculation with the largest possible number. **Process Category:** Maths Reasoning Problem Solving **Curriculum Modification based on PTM data analysis:** ✓ 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 ✓ Enhance student engagement and attainment through use of innovative strategies like **Big Question, Convince Me Why, Thinker Keys, Learning Menus and Cootie Catchers** **Curriculum Modification in SOW based on TIMSS Syllabus 2019** **In the Content Domain:** **Number** ✓ Place value extended to 6 digits ✓ Problems involving odd & numbers ✓ Problem situations involving decimals with one or two places in context of money **Measurement & Geometry** ✓ Perimeter of polygons ✓ Properties of shapes including rotational symmetry **Data** ✓ Read and interpret data from line graphs and pie charts	Ongoing May/June PTM analysis 2018 Ongoing Ongoing	Maths Vocab building game- http://www.math-play.com/4th-grade-vocabulary-game/4th-grade-vocabulary-game.html TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm	▪ 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 by providing opportunities to create. ▪ 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	HOD, SID & teachers monitor and evaluate on monthly basis. SOW evaluated after revision week and on a termly basis. Evaluate opportunities for real life connection in lessons, events, home learning. HOD, SID & teachers	Internal Attainment and External examination data trends are improving for all year groups.

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▪ 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	**Curriculum Modification based on TIMSS report and data analysis** **Lessons:** Starter/ Plenary - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary. **Home learning:** Survey style tasks(PBL)- 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.	Ongoing	TIMSS Mathematics framework http://timssandpirls.bc.edu/timss2019/frameworks/download-center/# 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	problems set in a novel or unfamiliar situations. ▪ Most students perform according to their potential in both internal and external assessments.	HOD, SID & teachers HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action.	High percentage of students in the advanced International benchmark band. **In YEAR 4 PTM: Measurement strand showed an increase of 6%.**
Year 4 ❖ **PTM** ▪ 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.	**GAPS identified based on PTM results:** **Curriculum Content Category: Measurement- Money based** ✓ I have twenty-seven pence. I want to spend thirty-six. How much more money do I need? **Geometry-Properties of shapes** ✓ Click on a shape in which all the angles are right angle. **Question wise analysis GAPS identified:** **Measurement- Money based** **Money based problem** ✓ (Click on the amounts which are equal to sixty pence?) **Number-Place value** ✓ Which is the biggest number? **Process Category:** Problem solving	Ongoing		▪ 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		

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	Curriculum Modification based on PTM data analysis: ✓ 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 ✓ Enhance student engagement and attainment through use of innovative strategies like **Big Question, Convince Me Why, Thinker Keys, Learning Menus and Cootie Catchers**	May/June PTM analysis 2018	TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm	students by providing opportunities to create. ▪ 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.	HOD, SID & teachers	
Year 5 ❖ **TIMSS:** ▪ 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.	**Curriculum Modification in SOW based on TIMSS Syllabus 2019** **In the Content Domain:** **Number** ✓ Simple equations ✓ Problem situations involving decimals with one or two places **Measurement & Geometry** ✓ Perimeter of polygons ✓ Volume filled with cubes ✓ Properties of shapes including rotational symmetry **Data** ✓ Read and interpret data from line graphs and pie charts **Curriculum Modification based on TIMSS report and data analysis** **Lessons:** Starter/ Plenary - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary. **Home learning:** Survey style tasks(PBL)- Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz	Ongoing Ongoing	TIMSS Mathematics framework http://timssandpirls.bc.edu/timss2019/frameworks/download-center/#	▪ Most students perform according to their potential in both internal and external assessments. ▪ Most students perform according to their potential in both internal and external assessments.	HOD, SID & teachers HOD, SID & teachers	Internal Attainment and External examination data trends are improving for all year groups. High percentage of students in the advanced

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Year 5 ❖ **PTM** ▪ 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.	**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. **GAPS identified based on PTM results:** **Curriculum Content Category**:**Number-Decimals** ✓ Add one point one three and two point zero two. ✓ What number is half way between two point seven and four point seven? **Geometry- Shape & Properties** ✓ Click on all the squares that are cut into 2 equal pieces. ✓ Which is the smallest angle? **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? **Measurement-Time Calculate time intervals.** ✓ 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? **Number-Place Value** ✓ Write in figures, four hundred and sixty five, correct to the nearest hundred. Tom has eighteen identical socks. How many pairs of socks does he have?	Ongoing	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		HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action HOD, SID & teachers	International benchmark band. **In YEAR 5 PTM: Measurement strand showed an increase of 3%.**

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	Process Category: Fluency in facts & Procedures Problem Solving **Curriculum Modification based on PTM data analysis:** ✓ 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 ✓ Enhance student engagement and attainment through use of innovative strategies like **Big Question, Convince Me Why, Thinker Keys, Learning Menus and Cootie Catchers**		TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm TIMSS Mathematics framework http://timssandpirls.bc.edu/timss2019/frameworks/download-center/#	▪ 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.	HOD, SID & teachers	
Year 6 ❖ **TIMSS:** ▪ To integrate the TIMSS 2019 Mathematics Framework into the SOW.	**Curriculum Modification in SOW based on TIMSS Syllabus 2019** **In the Content Domain:** **Number** ✓ Problems involving odd & numbers ✓ Simple equations ✓ Problem situations involving decimals with one or two places **Measurement & Geometry** ✓ Perimeter of polygons ✓ Volume filled with cubes ✓ Properties of shapes including rotational symmetry **Data** ✓ Read and interpret data from line graphs and pie charts	May/June PTM analysis 2019 Ongoing		▪ Skilful **questioning deepens thinking skills** and supports understanding of all students by providing opportunities to create. ▪ 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.	HOD, SID & teachers	Internal Attainment and External examination data trends are improving for all year groups.
▪ To modify the curriculum based on TIMSS report and data analysis. ▪ To embed high level of Mental Maths in unfamiliar and context.	**Curriculum Modification based on TIMSS report and data analysis** **Lessons:** Starter/ Plenary - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary.			▪ Girls are confident in presenting their findings using **mathematical**		In process of ensuring, all teachers have one to one counselling with each child of end of year PT

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▪ To develop a deeper comprehension and inferential skills	**Home learning:** Survey style tasks(PBL)- 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.	May/June CAT4 results analysis Ongoing		**reasoning** independently in a range of situations during both lessons & events. ▪ Most students perform according to their potential in both internal and external assessments.	HOD,SID,HOKS,HOP monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	scores and new CAT4 scores. High percentage of students in the much higher than expected level of attainment. **In YEAR 6 PTM: Measurement strand showed an increase of 3%.**
▪ To bridge the 40 points gap identified and ensure similar performance of boys and girls.	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 KEN KEN Competition Mental Maths Competition Interhouse Maths Quiz STEM Olympiad	Termly Ongoing	Maths Vocab building game- http://www.math-play.com/3rd-grade-vocabulary-game/3rd-grade-vocabulary-game.html	Students get efficient with mental maths strategies and confidently display the same.		
Year 6 ❖ **PTM** ▪ To effectively analyse and use PTM data to identify strengths and gaps to inform planning.	**GAPS identified based on PTM results:** **Curriculum Content Category:** **Ratio & proportion –** Scaling quantities up and down ✓ I need 2 eggs to bake 6 cakes. How many eggs do I need to bake 9 cakes? **Geometry: Shape & Properties** E.g., Two angles of a triangle measure 50 degrees and 40 degrees. What does the third angle measure? **Question wise analysis GAPS identified:** **Number-Decimals** Applying their problem solving skills to solve money based problems involving decimals.	Ongoing Quick lesson starters	Problem Solving- Stage 2 Real life based tasks https://nrich.maths.org/primary-upper **Links to develop the fluency in**		HOD, SID & teachers	Increased opportunities seen for embedding 1.3.1 and 1.3.3.

▪ To modify the curriculum based on PTM results and in depth analysis. ❖ **CAT 4** ▪ To analyse & continue to effectively use the CAT4 data to identify groups and provide early intervention.	✓ What is two point three add six point eight. ✓ Type seventy-six divided by ten as a decimal. ✓ Type a Square number between twenty and thirty. **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 ✓ mental maths Q as a quick starter ✓ Emphasise on using mental strategies for quick calculation **Curriculum Modification based on PTM data analysis:** ✓ 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. ✓ Enhance student engagement and attainment through use of innovative strategies like **Big Question, Convince Me Why, Thinker Keys, Learning Menus and Cootie Catchers** Use the analysis to identify and provide appropriate challenge to support high achievers and Gifted (CAT4 score of 125 & above) &Talented with a TLP. Meeting parents accordingly to share strategies and support that can work at home. Identify lower achievers and provide appropriate support through personalisation and quality first teaching. Involve parental support by revisit topics identified as targets.		https://www.math-salamanders.com/mental-maths-tests.html CAT4 Reports CAT4 combination Reports Link:http://www.teachhub.com/using-differentiated-instruction-gifted-learners	▪ 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. ▪ 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.	HOD,SID & all teachers (Year 4,5 & 6) HOD,SID & all teachers (Year 4,5 & 6) HOD, SID & teachers	

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▪ To personalise lessons plans using the student implications and plan next steps. ▪ **Focus:** Low Verbal Bias ❖ **To embed learning skills consistently across phase 2 with greater focus on 1.3.1 and 1.3.3.**	To use the quantitative, verbal, Non-verbal & spatial score to plan appropriate activities in line with the implications suggested to further enrich learning. **GAPS in Verbal Skills abilities as per CAT 4 results–** **Strategies:** Use of Visual media such as videos, concept cartoons Think pair share, group discussions **GAPS in reasoning Skills abilities as per CAT 4 results–** **Strategies:** Creating critical thinking questions using Bloom's taxonomy, thinking time. ✓ 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.					

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2. QUALITY OF TEACHING AND ASSESSMENT (PS3) (3.1 Teaching for effective learning) • **Ensure that lessons maintain a pace that allows all activities to be concluded and students' understanding to be fully assessed and consolidated.** • **To improve the accuracy of assessments of higher levels of learning, especially in FS.**	**Leader: Head of Maths -Primary** **SLT In charge: Elizabeth Jacob- HOPLD**

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
▪ To improve the accuracy of assessments of higher levels of learning, especially in FS. ▪ To effective use of time and resources in most lessons to maximize learning ▪ Lessons include impactful AFL with teachers confidently using data to personalize, adjusting teaching strategies so all ability make the best possible progress and embed mastery skills ▪ To embed consistency in	▪ **Ensure FS teachers skillfully look for learning, question and challenge to build and assess depth of students' understanding and provide appropriate next step and targets.** ▪ **Most teachers securely embed students' mastery skills through scaffolding reflection and discussion time in lessons with varied opportunities for students to effectively communicate their learning with reasoned arguments** ▪ Embed systems to share outstanding high quality teaching in Maths to build consistency in high standard of T&L across phase 2. ▪ Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations). ▪ Focussed cross phase outstanding practices across FS & KS1. ▪ In lower KS2 consistency in use of benchmark data – Use of CAT4 /PTM data. ▪ HODs teaching and support provided to the identified group. ▪ In upper kS2 –Year 5 & 6 use of ICT & innovation in lessons-Big Question, Can you convince me Why? ▪ All teachers to have at least one paired Maths 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-SEND ,G&T from their starting points to meet their specific needs and make better than expected progress	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 ,MOM.	▪ 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. ▪ 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, 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 through **Big Question, Convince Me Why, Thinker Keys, Learning Menus and Cootie Catchers** Ongoing monitoring and support. SEND and G&T lists under review again after CAT4

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.	▪ 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. ▪ Setting high expectations at the start of the year and buddy support in place for the identified teachers. ▪ 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. ▪ G& T list reviewed and Gifted in non-verbal, spatial identified and supported appropriately.					assessments and 6 weeks of induction for all students.

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3. LEADERSHIP AND MANAGEMENT (PS6) • Improve the effectiveness of leadership through clear communication of expectations, monitoring, and moderation in Maths.	Leader: Head of Maths -Primary SLT In charge: Elizabeth Jacob- HOPLD

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
▪ To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding.	▪ 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, Maths planners 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.	March 2018 ongoing	Sharing outstanding samples of SEF and action plans.	▪ Rigorous Monitoring – paired observations and impact evaluation enabling improved student outcomes across all phases. ▪ Continued improvement over time and improving trends of PT results.	HOD,SID,HOKS & HOP	Strategic actions like paired observations with new teachers, Individual progress Plan are ongoing and rigour in monitoring impact and prompt support is enabled. Positive outcomes of all the rigour and monitoring has improved T&L and use of assessment data hence, outstanding student outcomes. Work in progress now for new cohort for 2018-19 and rigour in place for monitoring highest standards and support in place.