



Lewknor Church of England Primary School

Wisdom, Friendship and Respect

Maths Action Plan

Objective (link to improvement planning)	Actions	Person and Date	Resources/ Cost	Monitoring Progress	Evaluation/ Impact
Maths: increase children's problem-solving facility so that more children are working at greater depth. The one Ofsted action at the last inspection (2016) was 'to further improve the teaching in mathematics so that more pupils, especially the most able, develop a greater depth and mastery of the topics that they learn.'	Following the curriculum review of maths last year, ie, working with BBO Hub to research the mastery approach, the subject leader to:	KW from 2018-2019 continuing 2019-2020 SL also accepted onto course	Acceptance on Maths Hub.	Subject leader for maths to make an informed decision as to whether to adopt maths mastery.	Discussion with staff about taking steps which will enhance teaching at the correct pace for our school
	1)Lead September maths INSET – what is the mastery approach? Where do we go from here, eg, planning?	KW September 2019	<ul style="list-style-type: none"> Internet sites Publications Personal accounts of training 	All staff are clear about maths mastery approach, ie, it is not just about teaching greater depth and how to problem-solve, but a whole new approach to the teaching and learning of maths that may benefit all pupils and, in particular, the disadvantaged.	Teachers to be informed about mastery and to feel confident about implementation of small steps in teaching.
	2)Infants and Lower Juniors to begin planning and delivering maths mastery lessons.	KW and SL to begin introducing element of mastery throughout the year	£100	Teachers continue to research maths mastery approach and how well it works, ie, children's outcomes will be closely monitored.	SL and KW to use White Rose hub, Third Space Learning and Developing Mastery to teach in their year groups.
	3)Observe teaching and learning of maths in all classes at least 3x a year.	Starting Oct 19 Ongoing	KW/DC TA costs for KW's absence in class	KW to discuss with DC and feed back to teachers.	KW and class teacher to discuss teacher's development and implementation of mastery. Teachers discuss professional how to move their development on and how they see their next stage of development.

4)Work collaboratively with teachers – how do they develop problem-solving, what works, what can we improve? How can we create a positive culture where all pupils experience success?	Ongoing	KW	<p>KW to feed back to DC on the teacher's progression, children's performances.</p> <p>Pupil conferences to be undertaken with a range of children to gauge their mindset throughout the year.</p>	<p>All teachers to have ownership of how they can help children achieve deeper learning and understanding of concepts (success for all).</p> <p>Pupils develop a positive and growth mindset towards maths and no limit is placed on what any child could achieve.</p>
5)Rigorously moderate maths against the National Curriculum framework.	3x a year starting Sept 2019	All teachers	<p>KW to analyse data for each year group to identify any areas of development.</p> <p>Discuss with staff.</p>	Assessment, pupil-tracking and data analysis informs staff on next steps.
6)Monitor progress and attainment in maths for all pupils, including high attainers, SEND and pupil premium children.	3x a year starting Sept 2019	All teachers	<p>KW to analyse data to identify any trends in learning.</p> <p>Discuss with staff.</p>	Maths outcomes are improved in all year groups, with progress at least in line with, and often exceeding, national averages.
7)Look at interventions for these children – are they effective?	Ongoing		<p>KW to work with class teachers to measure the effectiveness of interventions. Are children making more progress than expected with the interventions?</p> <p>Discuss with staff.</p>	At all stages, maths attainment is assessed and gaps are addressed quickly and effectively for all pupils.