

Strategic Plan for Mathematics. HMFA 2016-2017

Major Strategy Theme	Direction/Activity	Key Outcomes	Time	Person with Oversight
Ensure sufficient coverage of the New Curriculum for all years.	<ul style="list-style-type: none"> • Ensure planning in place to cover objectives of new National Curriculum • Use of Tara maths planning resources from 'extended mathematical thinking' • Ensure there is sufficient coverage of Maths topics each term. 	<ul style="list-style-type: none"> • New curriculum and assessment procedures in place • Children making expected age related achievement • SEND children to be supported through appropriate planning of the New Curriculum. 	Immediate and on-going	Peter Box Anna Cadien
Effective use of assessment procedures for Mathematics.	<ul style="list-style-type: none"> • Half termly book moderation to ensure accuracy of assessments. (Classroom Monitor/ Progress grids). <ul style="list-style-type: none"> ▪ Maths objectives and targets are accessible for children, with use of range of targets provided for the pupils: Maths targeteers, post it notes, targets on treasury tags and self-assessment target sheets. These targets should be taken from Classroom monitor and the New Curriculum. • Assessment for learning opportunities • Regular dialogue taking place with pupils of their self-assessment of structured targets • Half termly tests (rising stars) to assess children's knowledge and gaps in their learning. These assessments must then be recorded in classroom monitor. The information must be used to inform planning. 	<ul style="list-style-type: none"> • Accurate assessment of Mathematics • Teacher's fully aware of pupils' abilities and able to identify what needs to be done to move learning on • Pupils fully aware of their next steps for learning 	Immediate and on-going	Peter Box Anna Cadien
Marking and presentation	<ul style="list-style-type: none"> • Use of consistently high quality marking and feedback using range of strategies. 	<ul style="list-style-type: none"> • Pupils engaged in feedback to staff showing marking and feedback are improving outcomes • Pupils understand their mistakes and 	Immediate and on-going	Peter Box Anna Cadien

	<ul style="list-style-type: none"> • Tara materials from TED April 2014. • Mastery questions used to support marking and to consolidate their learning from the lesson. Higher ability children should be answering the 'mastery in greater depth' questions. These questions can be taken directly from the PDF file and stuck into books. (Materials on HMFA share) • Pupils given opportunity to reflect upon and respond to teacher marking 	<p>misconceptions through marking. Questions in books will consolidate and/or extend children's learning.</p> <ul style="list-style-type: none"> • Most able children are supported with 'mastery in greater depth' questions. 		
<p>Inform parents of new National Curriculum objectives</p> <p>Inform parents of Maths activities and share these on the HMFA website.</p>	<ul style="list-style-type: none"> • Objectives for new National Curriculum published on HMFA website 	<ul style="list-style-type: none"> • Parents aware of expectations for their child based on new year group objectives • Communication with parents 	On going	<p>Peter Box</p> <p>Anna Cadien</p>
<p>Improve the quality of the teaching of Maths</p>	<ul style="list-style-type: none"> • CPD for planning, differentiation and delivery • Teachers improve their subject knowledge in maths, up to and including Year 6 new National Curriculum expectations. • Monitoring of teaching and learning • Scrutiny of work (half termly) to ensure standards and that next steps are identified in marking • Discussions with pupils • Teachers provided with clear feedback on strengths and weaknesses of teaching and learning and how to improve • Ensure weekly arithmetic lessons are taught from Years 2 to 6. These lessons help to consolidate the four rules as well as fractions, percentages and decimals. These lessons also 	<ul style="list-style-type: none"> • Higher levels of subject expertise for teachers • Improved quality of teaching • Meeting the needs of all children • At least expected progress for all children and accelerated progress for a significant number. • Children to be tested at the beginning of the term and the same test given at the end of the term to show children's progress. • Links with secondary schools to support most able children 	Immediate and on-going	<p>Peter Box</p> <p>Anna Cadien</p>

	<p>help to find gaps in children's learning and can inform planning.</p> <ul style="list-style-type: none"> • Ensure that the following form the central part of maths teaching: <ul style="list-style-type: none"> ➤ Talk Maths which includes Tara Maths activities. ➤ Maths Ambassadors ➤ Basic skills for identified concepts as a daily routine ➤ 123 Maths for pupils with skills deficit ➤ Use of iPads for teaching Maths/interventions. Maths Rockx app to support times tables. ➤ Links with secondary school for Year 5 and 6 children. 			
Continue identification of target children in Years 1 to 6.	<ul style="list-style-type: none"> • Data analysis • Children identified requiring acceleration in progress • ½ termly meetings to discuss progress of pupils 	<ul style="list-style-type: none"> • Selection of target groups • Effective screening to identify gaps • Monitoring of progress • Improved outcomes for pupils • Improved knowledge for teachers 	Immediate and on-going	Peter Box Anna Cadien
Develop opportunities for incorporating maths across the curriculum	<ul style="list-style-type: none"> • Planned opportunities for incorporating areas of maths such as shape and space and data handling into other subject areas 	<ul style="list-style-type: none"> • Developed pupil understanding through reinforcement of skills and knowledge • More flexibility in maths lessons 	Immediate and on-going	Peter Box Anna Cadien
Continue Basic Skills programme across the school	<ul style="list-style-type: none"> • All classes delivering basic skills programme on daily basis to improve achievement across the school • Ensure all year groups are teaching basic skills according to their age related expectations. Differentiation between year 	<ul style="list-style-type: none"> • Improvement in children's understanding of identified key concepts • Improved performance for all children in maths. 	Immediate and on-going	Peter Box Anna Cadien

	<p>groups.</p> <ul style="list-style-type: none">• Rising stars tests to identify gaps in learning which can be taught through daily basic skills sessions.			
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