

Moor End Community Primary School**School Development Plan 2022/23**

Actions/tasks columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

**Mathematics
Reasoning/number
fluency**

Key priority/focus: 1. To improve attainment and progress in targeted groups and challenge and support groups for greater depth. 2. To further enhance the attainment of all pupils through the development of mental math skills 3. To incorporate oracy skills, developing the language and understanding of maths in all year groups	Increasing the % of children working at GD in maths Maths policy updated to include new methods and reasoning expectations New resources used in each class Raise the profile of maths in school All staff aware of the expectations within maths
Measures of success/ Required improvements Improving the level of children achieving greater depth across school by 10%	
Success evaluated by	Headteacher and Governors – termly at the SEC meeting

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objectives will be monitored including 'Governors' contribution	Impact
1.To improve attainment and progress in targeted groups and challenge support groups for greater depth.	- Analysis of data to provide timely interventions. - Data discussed with individual teachers – action plans put into place. - Problem-solving questions to be posed during math lessons.	SL / DHT	July 2023 Data analysis shows all identified groups have made progress and increased their attainment	- Pupil conferencing - Book scrutiny - Lesson observations	Evaluation of half-termly assessments shows an improvement in the number of correct answers.

2.To further enhance the attainment of all pupils through the development of mental math skills	- Mental maths is to be taught daily and a weekly low stake test is to be implemented to improve sticky knowledge and fluency in Key Stage 2. - Continuation of TT Rock stars with more emphasis on rapid recall - Prepare years 2,3, & 4 for multiplication tables check through timely interventions and initiatives - Maths workshops (calculation methods) to be offered to parents	SL /All staff	July 2023 Children are more confident in rapid recall. Spring term Parents are more confident in helping their children with calculations. From Autumn 2 the use of mental maths tests in KS2 to be used weekly.	- Book scrutiny - Lesson observations - Pupil voice - Data analysis - Feedback from parents Review of progress in termly pupil progress meetings	
3.To incorporate oracy skills, developing the language and understanding of maths in all year groups using a cross-curricular approach where appropriate					
	- All staff to ensure mathematical vocabulary is used daily and on display within class. - Emphasis placed on the importance of discussion in maths through modelling and opportunities for reasoning. - Opportunities sought in other areas of the curriculum to develop math understanding	S.L. Subject managers All Staff	Dec 2022 - vocab to reflect area of maths taught and displayed The describe -explain -convince -justify -prove Approach applied to all subjects in the curriculum	Learning walks Lesson obs. Feedback to SEC committee Pupil voice Discussions with subject managers	Children use mathematical vocabulary more widely across the curriculum. Children understand the terms -describe -explain -convince -justify -prove

Evaluation (Headteacher)	1 Autumn	1 Spring	1 Summer	2 Autumn	2 Spring	2 Summer	3 Autumn	3 Spring	3 Summer
Rag rating									
Next steps (Headteacher)									

RAG against overall key priority (Gvs)	
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Key priority cost summary or total available budget		
New equipment bought by numeracy lead for individual classes		
	Total Cost	£600

Area for Development	Term 1	Term 2	Term 3
	Maths reasoning policy produced Language of reasoning introduced and evident in all lessons Daily arithmetic and TT Rockstars work Mastering number programme started for EYFS and KS1.	Language of reasoning embedded and evident in other lessons Data demonstrates a rise in those working at greater depth – shown in children who were age expected	Language of reasoning used everyday and to become 2nd nature Rapid progress of children who were previously below age expected shown in data, less children in intervention groups for maths