



Subject action plan

Subject: Maths

Champion: Toby Boulter

SUBJECT ACTION PLAN

Subject:

Maths

Subject lead:

Toby Boulter

Year:

2024

CONTEXT

Main focus for 2024/ 2025:

- High outcomes in KS2 maths are maintained and KS1 maths outcomes are in line with national for assessment including SEND and disadvantaged pupils

Strengths:

- A strong maths curriculum supported by pedagogy and research.
- Experienced teaching staff maths sessions.
- Comprehensive assessment tools used to create bespoke targeted curriculum
- A range of high-quality resources for teachers to use and adapt to their learners needs.

Areas for development:

- Continuation of curriculum from Early Years to Key Stage 1
- Continuation of curriculum through Years 5 to 8

LONG-TERM PLAN (2-3 YEAR TIMESCALE):

1. All teachers to know and understand what outstanding teaching and learning looks like in maths.
2. For maths expectations to be consistent throughout the school including Early Years.
3. Meeting national expectations for attainment and progress in KS1 and KS2.
4. Disadvantaged to meet non-disadvantaged attainment and progress in KS1 and KS2

PRIORITIES (1 YEAR TIMESCALE):

1. All maths teaching to be good or outstanding.
2. To ensure that attainment at the expected standard and greater depth is in line with National Averages
3. Raise the profile of maths in school by using social media and appointing a link governor for maths.

- SUBJECT PRIORITY 1: High outcomes in KS2 maths are maintained and KS1 maths outcomes are in line with national for SATS including SEND and disadvantaged pupils.

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Evaluation
To ensure that attainment at the expected standard and greater depth is in line with National Averages.	• Observe lessons across school. • Attend Mathematics Leadership Briefings. • Engage with maths hub training. • Mastering Number implemented in EYFS-KS1 • Ensure staff are aware of children in their groups that should reach GD. • Half-termly staff meeting to discuss what is going well in maths teaching/interventions/classroom	TB	Autumn 2 Autumn 2 September 2024	Cover for staff members	Children are using taught methods to solve problems (Evidence in books) Vocabulary being used within maths is evident in each interactive display for children to refer to. Evidence of technical vocabulary being used in the classroom through observations. Good practise shared and new strategies tried in classrooms by staff. Staff are confident about how they teach, deliver and assess maths	

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To implement changes in EYFS and KS1 based on Mastering Number	• TB- Complete Mastering Number training.	TB	September		- Complete assessments termly and monitor with teaching team.	
	• Share programme with EYFS/KS1 team.		September	Shine intervention	- Children identified as needing additional support make accelerated progress.	
	• Start baseline and implement 15minutes a day teaching, through EYFS and KS1.	Class teachers			- Children moving to their next year group with a secure knowledge of the previous stage.	
	• Monitor impact through trackers.	All staff	Termly	Staff cover	- Children can apply strategies and show understanding in a range of situations.	
	• Meet with staff each half term to discuss progress and challenges.	All staff	Half termly		- 4 operations are revisited termly to ensure spaced repetition allows to deepened understanding.	
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Raise the profile of maths in school by using social media and appointing a link governor for maths.	• Workshops for parents and online learning opportunities. • Link Governor visits • Maths updates on social media and newsletters. • Discuss maths progression during parent consultations. • EYFS – using concrete resources workshop. • Providing parents with clear targets and next steps through maths spine ½ termly targets.	TB / KS1 team TB TB/NB Class teachers	Part of SATS meeting Spring term Spring term On going ongoing Spring term Each ½ term	N/A	- Parents have increased knowledge of age-related expectations and how to support their child. - Parental engagement increased involving maths. - Staff in KS2 more aware importance of concrete and pictorial resources to support learning of all pupils. - Parents more aware of next steps and gaps in their maths knowledge. - Governors visiting class and having secure knowledge of maths teaching and learning throughout school.	.
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