**Maths Development Plan Blackwater Primary School 2018-2019**

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| **Objective** | **Action** | **What? Who?** | **Impact** |
| To continue to develop teaching for mastery.  Fluency  Reasoning  Problem Solving | Ensure consistency in teaching of fluency, reasoning and problem solving. | All teachers following Kangaroo/White Rose planning.  All staff using agreed lesson design format.  All teachers using mastering the curriculum materials,White Rose, NCETM, NRICH materials to support lesson design.  Share teaching resources on staff share.  EW attend mastery sessions on 28th September and 16th November.  EW work with SB on team planning and team teaching.  INSET ALL STAFF 4/10/18  SB and FS  FS Feedback from Maths Lead meetings/updated NCETM materials. | All children engaged and achieving in maths.  Evidence:  Improved attainment across the school.  Weekly’ book Looks’  Book trawl from EYFS to Year 6 linked to calculation policy.  Term 1  Pupil Conferencing. |
| To ensure a consistent approach to assessment. | * Use BAM in KS1 and KS2 to assess learning at the end of each topic. * Complete a termly assessment every half term.   (Masterthecurriculum/  White Rose/Mock SATS)   * Mock SATS January | * All teachers track progress using target tracker. * All teachers Identify ‘target’ children not meeting expected levels. * EW - KS2 SATS in January to establish ‘gaps’. * All teachers share half termly Maths data at staff meeting instead of Book Look. | Early identification of ‘target children’ not meeting expected levels. Improving progress of these children in particular.  Evidence:   * Target tracker * BAM/Half termly assessments * Data sharing at staff meetings. |
| To establish Year 1 readiness in EYFS. | * To identify target children not achieving   40-60. | * HK/FS identify ‘gaps’ in EYFS/Year 1 curriculum. * Include children not meeting 40-60 in maths in summer 1. * Summer 2 focus on Number 40-60 | Impact:   * Improving transition. * Raised attainment in Year 1.   Evidence:   * Tapestry Evidence. |
| To raise attainment in maths.  (KS1 and KS2 SATS) | To identify and meet the needs of children who are not meeting the expected level.  To inform parents about what is expected at KS1 and KS2 and how they can help. | * Implement pre-teaching with identified ‘target’ children. * FS and EW devise a timetable for SATS preparation. * EW/FS –   Embedding SATS type questions in in weekly maths activities.   * CW/EW meeting with parents to share expected standards in maths. * FS meeting with parents to share   Expected standards in maths and how they can help. | Impact:   * Early identification and support for underachieving children. * Improved progress and raised attainment. * Improved parental support and engagement.   Evidence:   * Summative assessments * Mock SATS. |
| Raise the profile of maths across the school and with parent body. | * Whole School Run Virgin Money enterprise. * Maths Challenge day. * Raise the profile of maths on the web site. | * FS work with borderline expected children to organise whole school Virgin Money. Summer 2 * Maths Challenge Days. Autumn 1 KS1 Engagement   KS2 LKS2   * Display maths on working wall in main hallway. (FS) * Provide examples of children’s work, demonstration videos on the web site. (FS ) * Learning mornings so parents can join in with Class maths activities. * Sharing of 99 club | Impact:  Increase levels of engagement and enthusiasm for maths across the school.  Evidence:  Feedback. |