



**Southfields Primary School  
Mathematics Action Plan 2017-18**

| Objective  | To improve the quality of leadership and management of Mathematics   | Overall success criteria                                    | <p>Leaders self-evaluation focuses on the difference they are making to pupils' progress and achievement across the school.</p> <p>Judgements are sharper about the quality of teaching, learning and assessment.</p> <p>Governors are further enhancing their effectiveness.</p> |                                  |   |
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| Specific actions   | Success criteria for actions   | Timeframe and owner   | Costs   | Monitoring                       | Evaluation  |
| Change in leadership to Deputy Headteacher                   | Deputy Headteacher is accountable for Mathematics across the school with two members of staff enhancing the team to support in KS1 and KS2 respectively. | July 2017<br>Maths Team                                     | None  | SLT                              | <p>Deputy Headteacher in role with support from JW for KS1 and CF for KS2.</p> <p>HP will return after maternity leave to join team also.</p> |
| Self-evaluation completed based on 2016-17 end of year data. | Report written for the end of the 2016-17 academic year, areas identified for development and highlighted actions for the start for 2017-18.             | September 2017<br>Maths Team                                | Leadership time - 2 days  | Governors report and SLT         | Report completed and shared with Governing body September 2017  |
| Mathematics data report to Governors termly                  | Report to Governors identifies areas for development, what is being done to make rapid progress across the school and successes made clear.              | Autumn 2017<br>Spring 2018<br>Summer 2018<br><br>Maths Lead | Leadership time - 1 day   | Governors meeting<br>SLT meeting |   |
| To accelerate pupils progress - see other objectives         |  |   |   |                                  |   |
| To monitor teaching and learning - see other objectives      |  |   |   |                                  |   |

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| <b>Objective</b>  | To accelerate all pupils progress.  | <b>Overall success criteria</b>                       | <p>Teachers' use of assessment information is improved - identifying accurately appropriate next steps in the learning of pupils.</p> <p>Expectations of staff is further raised about what pupils should be achieving.</p> <p>Teaching supports pupils over time to have the confidence and skills to undertake more challenging questions and tasks independently.</p> <p>Cohorts reach challenging targets:</p> <p>YR- 85% Y1- 80% Y2- 88% Y3- 88% Y4- 89% Y5- 80% Y6- 78%</p> <p>Greater Depth</p> <p>YR- 22% Y1- 25% Y2- 27% Y3- 27% Y4- 30% Y5- 25% Y6- 23%</p> |   |  |
| <b>Specific actions</b>                                 | <b>Success criteria for actions</b>   | <b>Timeframe and owner</b>                            | <b>Costs</b>  | <b>Monitoring</b>   | <b>Evaluation</b>  |
| Introduce new Mathematics policy - see other objective  |   |   |   |   |  |
| Introduce new Calculations policy - see other objective |   |   |   |   |  |
| Introduce new homework policy - see other objective     |   |   |   |   |  |
| Introduce new Mastery programme - see other objective   |   |   |   |   |  |
| Update and introduce new marking policy                 | All staff understand and follow the new marking policy - identifying basic skills and writing challenging next steps which further the pupils learning. | September PD Day 2017<br><br>SLT                      | SLT time - 1 day  | Book scrutiny and report to SLT/Governors                               | Training completed with all staff. Book scrutiny has been completed and progress seen across school - see monitoring feedback. |
| Implement target tracker training for all staff.        | Training of target tracker ensures all staff are able to use information accurately and identify next steps.  | September PD Day 2017<br><br>Data and Assessment Lead | Assessment lead - 1 day   | Assessment monitoring termly<br>SLT meetings<br>Pupil progress meetings | Training completed with all staff. Moderation of assessment to be completed end of Autumn 2.                                   |

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| Specific actions  | Success criteria for actions   | Timeframe and owner  | Costs   | Monitoring                     | Evaluation  |
| Analyse Mathematics data  | Data collected from EYFS, Year 1-6 every half term is analysed and any trends or pupils falling behind are identified and actions put in place to make rapid progress.           | September 2017<br>November 2017<br>January 2018<br>March 2018<br>May 2018<br>July 2018<br><br>Maths Team | Leadership time – 1 days half term  | Link Governor interview        | Initial data analysed and pupils identified for intervention. Teachers have completed parents meetings with parents whose children will take part.  |
| Identify pupils who require further challenge to reach Greater Depth by end of academic year. | Intervention in place further develops and challenges higher attaining pupils. Mathematics Masters Pupil Voice team for this support the development of Maths across the school. | Autumn 2017<br>Spring 2018<br>Summer 2018<br><br>Monthly Pupil Voice<br><br>Maths Lead                   | Leadership time - 1 day per term  | SLT<br>Link Governor interview | Mathematics Masters pupil voice group has been set up and meetings completed once every two weeks. Year 5/6 greater depth pupils have taken part in a challenge day. Teachers have all identified pupils they are working with. This will be tracked to see progress by end of Autumn term. |

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| Specific actions  | Success criteria for actions   | Timeframe and owner   | Costs   | Monitoring   | Evaluation  |
| Quality first teaching throughout the school to develop Greater Depth                       | Teachers quality of teaching is at least good across the school and a higher percentage of pupils are challenged to achieve Greater Depth                  | Autumn 2017<br>Spring 2018<br>Summer 2018<br><br>Maths Team                             | Leadership time - 2 days per half term  | Lesson observations termly<br>Book scrutiny half termly<br>Planning scrutiny half termly       | Spring term observations have seen a marked improvement in key areas across the school. Further targets have been set to review in the Summer term 2018.  |
| Identify pupils who may be falling behind   | Pupils who are not on track to make expected progress are identified and teachers have put intervention/support in place to ensure rapid progress is made. | Autumn term 2017<br>Spring term 2018<br>Summer term 2018<br><br>Maths Team<br>SEND Team | Leadership time - 1 day per half term   | Pupil progress meeting<br>Monitor pupils who were identified to ensure rapid improvements made | Autumn 1 data has been analysed and pupils highlighted for intervention. Teachers have met with parents of these pupils to discuss interventions to be completed this term.                         |
| Revisit progression maps and ensure teachers are planning lessons suited to age and ability | Monitoring of planning and new planning grids highlight clear progression, teaching of mastery and 'the big question'.                                     | Autumn term 2017<br>Spring term 2018<br>Summer term 2018                                | Leadership time - 1 day per half term   | Book scrutiny, planning scrutiny, lesson observations<br>Governors report                      | Autumn term - changes made to KS1 and lower KS2 planning through guidance. Spring, progression has improved across the school particularly where Power Maths has been introduced. Review in Summer. |

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| Specific actions  | Success criteria for actions  | Timeframe and owner   | Costs   | Monitoring   | Evaluation  |
| Develop environment around school to promote challenge and independence in Mathematics                      | Mathematics Escape Zone is challenging for all pupils and Mathematics Masters Team have taken responsibility for this each month.   | September 2017 - July 2018  | Leadership time - half day monthly  | Governors report<br>Pupil interviews                         | Mathematics escape zone is open and pupils so far are highly engaged. Teachers need to ensure suitable time is given to children to enable them to complete this.   |
| Develop environment in classrooms to promote higher expectations, challenge and independence in Mathematics | Displays in classrooms are engaging, promote high expectations (in line with ARE) and independence in learning.   | Class teachers Monthly  | Class teacher time - 1 hour monthly   | Maths Team Learning Walk<br>Environmental Checklist          | Learning walks have identified areas of strength and development across the school. Progress will be measured during next learning walk.  |
| Implement times tables assessment and tracking  | Pupils are assessed and monitored across the school in their times table knowledge. Resources and intervention are put in place to ensure pupils make rapid progress to achieve at least ARE. | Class teachers weekly testing<br><br>Maths team once monthly - monitoring | Class teacher time - 30 mins weekly<br><br>Leadership time half day monthly   | Maths Team - monitoring and tracking<br><br>Governors report | Training on new PiXL assessment has taken place. This has been disseminated to all staff in twilight session. Interventions have been reviewed for Spring. Year 3 interventions to change to accelerate progress of pupils. |

| Objective   | To ensure that Mathematics teaching is at least Good across the school   | Overall success criteria   | Strengths and areas for development in teaching and learning are identified ensuring that Mathematics is being taught consistently, expectations are higher across the school and identifying any training needs. |  |  |
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| Specific actions  | Success criteria for actions   | Timeframe and owner  | Costs   | Monitoring   | Evaluation   |
| Identify strengths and areas for development in teaching of Mathematics | Teaching observed and strengths and areas for development identified and action plans created  | September 2017<br>January 2018<br>April 2018                                 | Leadership time – 20 mins per teacher observed  | Lesson observations<br>Learning walks  | Learning walks and informal observations completed September 2017. Feedback given - see feedback forms. Reviewed in January and Spring 2. New actions given to be reviewed in Summer 1.                |
| Feedback to staff   | Strengths and areas for development to individual staff and where necessary whole team are fed back  | Autumn term 2017<br>Spring 2018<br>Summer 2018<br><br>Maths Team             | Leadership time – 15 mins per teacher observed  | SLT feedback   | As above.  |
| Identify training needs and put in place                                | Whilst liaising with CPD coordinator, any training needs identified from observations are addressed quickly to and progress made rapidly in classroom. | Autumn term 2017<br>Spring 2018<br>Summer 2018<br><br>Maths Team             | Leadership time - 1 day   | Staff survey, pupil interview, monitoring of provision<br><br>Review effectiveness after 1 month | Mastery training taken place in January 2018 for Power Maths resources in KS1. LA Training taken place in January 2017 on application and reasoning. KS2 Power Maths training completed in March 2018. |
| Provide training to all staff on modelling in Mathematics and English   | All staff have a good understanding of modelling techniques and can apply this to their teaching.  | Autumn term 2017<br>Spring 2018<br>Summer 2018<br><br>Maths and English Lead | Leadership time - 1 day<br>1 staff meeting  | Lesson observations<br>Book scrutiny<br>Planning scrutiny  | TA training completed in Spring 2017. Teacher training completed with Andy Hawes and Suzie Julien in Spring 2.   |

| Objective   | Implement interventions to address disadvantaged/SEND underperformance in Key Stage (KS) 2                         | Overall success criteria   | Disadvantaged pupils in KS2 intervention programmes make rapid progress and close the gap with non disadvantaged/SEND in school in addition to disadvantaged/SEND nationally |                         |  |
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| Specific actions  | Success criteria for actions   | Timeframe and owner  | Costs  | Monitoring              | Evaluation   |
| Analyse data to understand underperformance issues and pinpoint specific target areas | Clear analysis of underperformance issues and clear actions identified   | September 2017<br>Maths Team   | Leadership time –2 days  | Link governor interview | Analysis of Year 6 2017 Mathematics paper and shared with staff on focus going forward.  |
| Interview pupils to identify barriers to learning                                     | Barriers to learning identified for individual pupils and school-wide  | Autumn term 2017<br>Maths Team   | Subject leader and/or special educational needs coordinator (SENCO) – 1 day  | Pupil progress meetings | Mathematics Pupil Voice group compiling views of pupils and feeding back to CK in November meeting.  |
| Design intervention programme to remove barriers to learning for identified pupils    | Intervention programmes address barriers to learning and are based on school's understanding of effective learning | Autumn term 2017<br>Maths Team<br>SEND Team                                  | Subject leader and/or SENCO - 1 day  | Pupil progress meetings | Intervention overview for Autumn, Spring and Summer has been devised and parents informed of interventions and roles they play in supporting this. |
| Implement intervention programme  | Intervention programmes addresses barriers to learning   | Autumn term 2017<br>All staff  | TA time  | Pupil progress meetings | Interventions have begun and will be reviewed at the end of Autumn.  |
| Review impact of intervention programme and make adaptations as necessary             | Programme reviewed and adapted making further progress.  | Spring term 2017<br>All staff  | TA time – 5 days   | Pupil progress meetings | Interventions have made good progress in all year groups except Year 3. This will be reviewed and adapted for Summer term.                         |
| Track and compare data in school and nationally                                       | Tracking of data shows rapid improvements and closing the gap in school and nationally                             | End of Autumn 2017<br>End of Spring 2018<br>End of Summer 2018<br>Maths Team | Leadership time - 3 days   | SLT<br>Governors report | Analysis of data for end of Autumn and Spring terms has been completed and focuses identified. See report.   |

| Objective                                      | Introduce revised Mathematics policy across school  | Overall success criteria   | Teachers and pupils are clear about the aims and objectives of Mathematics, and pupils make very good progress with application of skills |   |   |
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| Specific actions                               | Success criteria for actions  | Timeframe and owner  | Costs   | Monitoring  | Evaluation  |
| Draft Mathematics Policy                       | Revised Mathematics policy has clear expectations and aims, and meets the demands of the 2014 National Curriculum   | September 2017 team meetings<br>Maths Team                                       | 2 Team meetings   | Link governor interview   | Policy drafted and shared with staff. Feedback given and policy was redrafted. This has now been shared and agreed with all staff and shared with all stakeholders - one the website. |
| Share policy with staff and gain feedback      | Staff have a good understanding of the calculation policy and are able to make suggestions relevant to their phase. | Staff meeting September 2017<br>Whole staff                                      | Leadership time – 2 days  | Link governor interview   |   |
| Redraft Policy and share with all stakeholders | Staff, pupils and parents have a good understanding of the calculation policy and follow it correctly               | Staff meeting September 2017<br>Parent/pupil workshop October 2017<br>Maths Team | Leadership time – 1 day   | Staff survey, parent forum and pupil interviews<br>Book scrutiny - monthly<br>Planning scrutiny - monthly<br>Observations - monthly |   |

| Objective   | Introduce new Mastery programme of study   | Overall success criteria                   | Teachers are clear about the aims and objectives of the mastery approach to Mathematics, and pupils make very good progress with application of skills |   |  |
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| Specific actions  | Success criteria for actions   | Timeframe and owner                        | Costs  | Monitoring  | Evaluation   |
| Diagnose which programme of study we will use as a school                 | Programme of study has clear progression, meets our needs as a school with an emphasis on discussion (link to inference) and application of skills | July 2017 leadership team<br>Maths Team    | Leadership time – 1 day  | Link governor interview   | Power Maths has been selected and introduced to KS1. Lower KS2 will adopt Power Maths from June and Upper KS2 from September 2018.   |
| Purchase new programme of study and complete training with staff          | Staff have a good understanding of the programme of study and implement successfully which enables rapid progress in mastering the curriculum      | Staff meeting September 2017<br>Maths Team | Purchase of new programme of Study<br>Leadership time – 1 day  | Staff survey, observations, planning scrutiny and quality assurance |  |
| Review impact of new programme of study and make adaptations as necessary | Programme of study reviewed and adapted making further improvements  | Spring term 2017<br>Maths Team             | Leadership time – 2 days   | Staff survey, observations, planning scrutiny and quality assurance | In the Spring term there is already a significant impact of this new strategy on SEND pupils who have made accelerated progress this term. We will continue to monitor this progress throughout the Summer term. |

| Objective  | Introduce Mathematics homework strategy   | Overall success criteria   | Teachers, parents and pupils are clear about the aims and objectives of Mathematics homework, and pupils make very good progress with application of skills |   |  |
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| Specific actions   | Success criteria for actions  | Timeframe and owner  | Costs   | Monitoring  | Evaluation   |
| Devise homework strategy   | Mathematics homework has clear aims and objectives to develop pupils basic skills and application of skills | November 2017 team meetings<br>Maths Team                          | Leadership time – 1 day   | Link governor interview   | Homework for Mathematics has been reviewed including that of online provision. Homework strategy is in the process of being developed further. |
| Share strategy with staff, pupils and parents                                | Staff, pupils and parents have a good understanding of the homework strategy                                | Staff meeting November 2017<br>Parent/pupil workshop November 2017 | Leadership time – 1 day   | Staff survey, parent forum and pupil interviews                         |  |
| Review impact of the new homework strategy and make adaptations as necessary | Homework strategy reviewed and adapted to make rapid improvements   | Spring term 2017<br>Maths Team                                     | Leadership time – 1 day   | Staff survey, parent forum, pupil interviews and analysis of attainment |  |

| Objective   | Continue online provision to support teaching and learning   | Overall success criteria               | Teachers, parents and pupils are clear about online provision and how to access the provision to support rapid progress in Mathematics basic skills and application. |  |   |
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| Specific actions  | Success criteria for actions   | Timeframe and owner                    | Costs  | Monitoring   | Evaluation  |
| Complete an audit of online provision                                 | Audits of online provision and the use of provision in previous year show effectiveness and where not actions taken to improve | September 2017<br>Maths Lead           | Subject leader time – 1 days   | Link governor interview, pupil interviews              | Audit completed on Online provision. Pupil voice group are compiling pupil views.   |
| Provide training to staff on online provision                         | Teachers can successfully set pupil work and access assessments to provide feedback and support of their own judgements        | Autumn term 2017<br>Maths Team         | Staff meeting – 1 day<br>Review - 1 day  | Staff survey, monitoring of provision                  | Training completed with staff in September. Staff drop ins will continue throughout the year.   |
| Increase the profile of online provision - Mathlete of the week award | Pupils are engaged with the provision and have regular access  | Autumn term 2017<br>All staff          | Assembly - 1   | Staff survey, pupil interview, monitoring of provision | Whole school engaged in resources and recent audit has shown an increase in pupil activity online within and outside of school.   |
| Review the impact of Online resources                                 | Online provision is well used and provides value for money.  | Spring 2018<br>All staff<br>Maths Team | All staff time and children<br>Maths team meeting  | Link governor interview, pupil interviews              | Review of online provision has taken place. It has been decided that Mathletics is not providing as much impact as IXL therefore the subscription has not been renewed and IXL will replace for lower KS2. This will be reviewed in the Summer 2 to see impact. If significant impact made this will be purchased for KS1 also. |