

# ACTION & IMPACT REPORT 2018/19



## AREA OF LEARNING: Maths

### PRIORITIES

To increase rates of progress in key skills so that ore pupils reach the standards typical for their age.  
(P1 OFSTED)

Make better use of school information systems  
(P3 OFSTED)

To develop consistency in teaching and learning throughout school, using appropriate resources to support learning.  
(P3 HMI 2017)

### SUCCESS CRITERIA

- Development of the White Rose scheme meets the needs of our children and impacts positively on their math outcomes.
- SEND groups appropriately challenged
- Support staff to be planned for and used effectively to support key groups of children in their accelerated progress, in class or interventions
- Book Scrutinies demonstrate that daily marking in Maths: a) informs the pitch/ level of challenge of future learning b) provides formative feedback to address children's misconceptions provides additional challenge where necessary in order to move pupils' learning forward c) Children are responding appropriately to feedback– of all groups

- All staff are using Headstart assessment materials
- Data from assessment to be instant and used to inform medium term plans
- Well-planned units are taught based on children's needs and prior assessment
- In school moderation of maths across the key stages leads to accurate maths assessments being made
- Key groups identified across school for maths (eg: vulnerable, SEND)
- Interventions effectively planned and delivered for children identified through data analysis to fill gaps
- FazMac used effectively

- CLIC maths is used consitely to support fluency in mental maths
- All staff are following the CLIC maths and White Rose policy and they are having a positive impact on the children.
- Key children identified by staff and targeted in interventions
- Maths equipment to be used in lessons where appropriate and be available in all lessons for children access, to support White Rose
- All teaching of math to be consistently good , with some displaying outstanding features
- Support staff to be planned for and used effectively to support key groups of children in their accelerated progress
- Staff voice – saying that they are becoming more confident.
- Learning environments are purposeful, relevant to learning, the White Rose scheme and support the needs of the children

### ACTIONS

- Attend KS2 maths workshop and training is developed for school needs and shared with staff
- L&M time used effectively
- Complete NPQML and apply training to support to whole school plans
- Communicate effectively with school governing body
- New Scheme of work (White Rose) to be developed with staff, supporting staff where necessary
- Work closely with WPT math leads
- DR and KE to analysis 20178 SATS data to inform key areas of development in maths across school
- Investigate disadvantaged and other children in key year groups using Autumn data – are these attaining like the others? - Develop interventions for children identified through data analysis to fill gaps.
- Book strutinies, learning walks, observations and planning checks to be carried out regulary

### IMPACT