

## Strategic Plan for Mathematics. HMFA 2015-2016

<b>Major Strategy Theme</b>	<b>Direction/Activity</b>	<b>Key Outcomes</b>	<b>Time</b>	<b>Person with Oversight</b>
<p>New National Curriculum coverage for maths and</p> <p>Implementation of New Curriculum for Year 2 and Year 6.</p>	<ul style="list-style-type: none"> <li>• Ensure planning in place to cover objectives of new National Curriculum</li> <li>• Use of Tara maths planning resources.</li> </ul>	<ul style="list-style-type: none"> <li>• New curriculum and assessment procedures in place</li> <li>• Children making expected age related achievement</li> </ul>	<p>Immediate and on-going</p>	<p>Peter Box</p> <p>Anna Cadien</p>
<p>Effective use of assessment procedures for Mathematics.</p>	<ul style="list-style-type: none"> <li>• Half termly book moderation to ensure accuracy of assessments. (Classroom Monitor/ Progress grids).</li> <li>• Maths objectives and targets are accessible for children, with use of Maths targeteers.</li> <li>• Assessment for learning opportunities</li> <li>• Regular dialogue taking place with pupils of their self-assessment of structured targets</li> <li>• Use of consistently high quality marking and feedback using range of strategies (Tara materials from TED April 2014) throughout HMFA.</li> <li>• Pupils given opportunity to reflect upon and respond to teacher marking</li> <li>• Use of classroom monitor to assess children in Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate assessment of Mathematics</li> <li>• Teacher's fully aware of pupils' abilities and able to identify what needs to be done to move learning on</li> <li>• Pupils fully aware of their next steps for learning</li> <li>• Pupils engaged in feedback to staff showing marking and feedback are improving outcomes</li> </ul>	<p>Immediate and on-going</p>	<p>Peter Box</p> <p>Anna Cadien</p>
<p>Inform parents of new National Curriculum objectives</p> <p>Inform parents of Maths activities and share these on the HMFA website.</p>	<ul style="list-style-type: none"> <li>• Objectives for new National Curriculum published on HMFA website</li> <li>• Parents invited into school to share Maths opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents aware of expectations for their child based on new year group objectives</li> <li>• Communication with parents</li> </ul>	<p>On going</p>	<p>Peter Box</p> <p>Anna Cadien</p>
<p>Improve the quality of the teaching of</p>	<ul style="list-style-type: none"> <li>• CPD for planning, differentiation</li> </ul>	<ul style="list-style-type: none"> <li>• Higher levels of subject expertise for teachers</li> </ul>	<p>Immediate</p>	<p>Peter Box</p>

<p>Maths</p>	<p>and delivery</p> <ul style="list-style-type: none"> <li>• Teachers improve their subject knowledge in maths, up to and including Year 6 new National Curriculum expectations.</li> <li>• Monitoring of teaching and learning</li> <li>• Scrutiny of work (half termly) to ensure standards and that next steps are identified in marking</li> <li>• Discussions with pupils</li> <li>• Teachers provided with clear feedback on strengths and weaknesses of teaching and learning and how to improve</li> <li>• Ensure that the following form the central part of maths teaching: <ul style="list-style-type: none"> <li>➢ Talk Maths</li> <li>➢ Maths Ambassadors</li> <li>➢ Basic skills for identified concepts as a daily routine</li> <li>➢ Tara maths activities</li> <li>➢ 123 Maths for pupils with skills deficit</li> <li>➢ Use of iPads for teaching Maths/interventions. Doodle Maths</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Improved quality of teaching</li> <li>• Meeting the needs of all children</li> <li>• At least expected progress for all children and accelerated progress for a significant number</li> </ul>	<p>and on-going</p>	<p>Anna Cadien</p>
<p>Continue identification of target children in years 1 to 6.</p>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Children identified requiring acceleration in progress</li> <li>• ½ termly meetings to discuss progress of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of target groups</li> <li>• Effective screening to identify gaps</li> <li>• Monitoring of progress</li> <li>• Improved outcomes for pupils</li> <li>• Improved knowledge for teachers</li> </ul>	<p>Immediate and on-going</p>	<p>Peter Box Anna Cadien</p>
<p>Develop opportunities for incorporating maths across the curriculum</p>	<ul style="list-style-type: none"> <li>• Planned opportunities for incorporating areas of maths such as shape and space and data handling into other subject areas</li> <li>• <i>Dance Maths programme,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Developed pupil understanding through reinforcement of skills and knowledge</li> <li>• More flexibility in maths lessons</li> <li>• Children gain more confidence in maths through dance.</li> </ul>	<p>Immediate and on-going</p>	<p>Peter Box Anna Cadien</p>

	<i>improving maths through movement??</i>			
Continue Basic Skills programme across the school	<ul style="list-style-type: none"> <li>• All classes delivering basic skills programme on daily basis to improve achievement across the school</li> <li>• Ensure all year groups are teaching basic skills according to their age related expectations. Differentiation between year groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvement in children's understanding of identified key concepts</li> <li>• Improved performance for all children in maths.</li> </ul>	Immediate and on-going	Peter Box Anna Cadien