

Ashleigh Primary and Nursery School

Maths Improvement and Development Plan

2019/2020

We believe that every child can master an understanding and love of maths with the right kind of teaching and support.

Contents:

Priority One: To develop the practice of maths journaling to promote children's metacognition.

Priority Two: To use assessment question level analysis to ensure staff have the correct support and CPD opportunities.

Priority Three: To adapt practices where needed to ensure SEN provision is still evident through implementing Maths No Problem.

Priority two		To use assessment question level analysis to ensure staff have the correct support and CPD opportunities.					
Rationale		<ul style="list-style-type: none"> - Research in England (Kirkup et al 2005) found that the effective use of data can promote better teaching and learning through: monitoring the effectiveness of initiatives and strategies and identification of pupils' achievements and setting of targets. - Evidence shows that professional development should have a focus on improving and evaluating pupil outcomes. 					
Success Criteria		<ul style="list-style-type: none"> - Teachers feel confident in using QLA to support children's learning. - Teachers are upskilled in supporting children with their areas of development. 					
Intended Outcomes		Actions	Who	Resource/ Time	Timescale	Monitoring	Evaluation
2.1	Teachers are using the Pixl assessment papers to assess maths.	VS (assessment lead) to explain the process of using Pixl papers to all staff during the inset days. VS to check all class teachers are using Pixl papers during the correct assessment windows.	VS Class teachers	Pixl assessment package	2019-2020 academic year		Teacher voice
2.2	Teachers are using the QLA tools provided by Pixl.	VS to ensure all class teachers are using the QLA tool provided by Pixl in the correct assessment window.	VS Class teachers	Pixl assessment package	2019-2020 academic year		Teacher voice
2.3	Teachers have the correct CPD to support them in teaching the gaps identified from the QLA.	JW will analyse the QLA for each class to identify any patterns. JW will then discuss these patterns with each class teacher. This discussion will allow JW to identify any resources, subject knowledge, courses or support that is needed for each teacher.	JW and Class teachers	Time to meet each class teacher to analyse QLA.	After each assessment window throughout the 2019-2020 academic year.	Learning walks.	Lesson observations from JW.

Priority three		To adapt practices where needed to ensure SEN provision is still evident through implementing Maths No Problem.					
Rationale		- Young people with Special Educational Needs and Disabilities (SEND) can experience significant barriers to learning which hinder their progress. From September 2014, a new Code and Practice outlined significant changes to how schools and other bodies support young people with SEND. School must ensure students with Special Educational Needs and Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning.					
Success Criteria		- SEND pupils make expected progress in Mathematics. - SEND pupils are receiving the appropriate provision in maths lessons.					
Intended Outcomes		Actions	Who	Resource/ Time	Timescale	Monitoring	Evaluation
3.1	Identify the SEND children in each class.	JW using pupil asset will identify all the SEND pupils in each class. JW will discuss with class teachers to identify any other pupils that are not on the SEND register but are working at a 1 or 2 on the PITA scale in maths.	JW JW and class teachers	TLR time 10-minute meetings with each class teacher after school during autumn 2.	Autumn 1 Autumn 2		JW has identified SEND pupils to monitor during learning walks.
3.2	Audit the provision for SEND pupils in maths lessons.	JW will ask each class teacher to explain how they are supporting SEND pupils in maths lessons. JW will collate the SEND pupils opinions about their maths lessons.	JW and class teachers JW and SEND pupils	10-minute meetings with each class teacher after school during autumn 2. TLR	Autumn 2 Autumn 2	Pupil voice and learning walks.	Learning walk with SENCO
3.3	Support teacher's in delivering high quality maths provision for SEND pupils.	Identify the barriers to learning in maths lessons for the SEND pupils. Develop the SEND provision in Maths lessons across the school. https://mathsnoproblem.com/send-inclusion-jigsaw-teaching-strategy/ https://dera.ioe.ac.uk/13798/1/mathematics.pdf Make links with other schools using MNP to identify strengths of SEND provision.	Class teachers or TA's. JW and Class teachers JW	Use of TA to deliver the questionnaire with SEND pupils. Staff meeting if needed to analyse and discuss SEND provision. Cost of supply teacher	Autumn 2 Spring 1 Spring 1	SEND pupil questionnaire. JW visits other schools using MNP to discuss SEND pupils.	Book look of SEND pupils. Learning walk with SLT.