



The Meadow Community Primary Subject Action Plan 2020-21

Subject/Area: Maths	Leader(s): Jill Wood
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Quality of teaching and learning; <i>outcomes for children</i>	
Activities and improvements during the year 2019/20	<ul style="list-style-type: none">• Inset identifying fluency, reasoning and problem solving as a result of maths meeting and book scrutiny• FS focused on numbers to 20 prepare children for year 1 (Not completed due to lockdown)• Updates shared with staff during termly staff meetings• Staff are all working from the symphony plans• The maths policy has been updated to include the 3 I's
Overall evaluation of impact on subject	<ul style="list-style-type: none">• Book scrutiny showed more consistent PSR.• Planning now shows the symphony plans are being used and followed.• Children talk positively about Maths, what they have learnt and support materials they use in maths lessons.

Judgement (pick one based upon the above evaluation):		
Outstanding	Good	Requires improvement

On the basis of this information, what are your key priorities for development? (up to 3)
<ul style="list-style-type: none">• To work with KS1 and 2 on how to achieve a greater % of GDS in maths (KS2 to be at or above national 28.1% 2019)
<ul style="list-style-type: none">• To ensure times tables are taught consistently across the school.
<ul style="list-style-type: none">• To ensure children have secure maths knowledge to secure progress.



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Improvement plan for the year 2020-21						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2,3 or 4
Continue to ensure children are applying/given the opportunities to apply their GDS	<ul style="list-style-type: none"> Staff meeting time for staff to plan GDS tasks for their topics using NRICH, NCTEM, ideas given at the Maths hub Book scrutinises show that children are given the opportunity to apply reasoning, fluency and problem solving skills. (Evidence to show progress from the last ofsted report) Tasks are planned into lessons for children to be able to explain and apply their deeper thinking skills 	Staff meeting Autumn term focusing on the application of skills Pupil Interviews of children assessed at GDS	Children can show and explain their thinking The percentage of children achieving GDS will increase	N/A release time for coordinator if needed.	Jill Wood will report to SMT/MB	2
Times tables are taught consistently across the school	<ul style="list-style-type: none"> Monitoring how x tables understanding etc. is being recorded and validated. Monitor teaching of x tables including strategies and frequency (including successes). Ensure Yr 4 staff are aware of the requirements for the times table test Information from TTrackstars for yr 4 shows the consistency of scoring 25 on the test. 	Autumn monitor TTS Rockstars	Children will be confident in their times tables appropriate for their age Children's rapid recall scores will increase from the start of the year to the end. 80% of year 4 children to achieve a pass mark	TT Rockstars subscription £96.50	Jill Wood reporting to SMT/MB	2
Ensure the Maths guidance is being used to secure children's knowledge to then apply their skills.	<ul style="list-style-type: none"> Ensure the staff have a clear understanding of all the areas of Maths that children need to learn The maths guidance is included in planning and used for assessment to check knowledge. Staff ensure the children have the maths gaps filled to secure their progress 	Autumn term	Staff have a secure knowledge of what is taught across KS1 and KS2 All staff have a clear understanding of the Maths curriculum and why we teach Maths curriculum that fits our children's learning	N/A release time for coordinator if needed.	Jill Wood reporting to SMT/MB	2



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Subject specific tasks for the year	<ul style="list-style-type: none"> ❖ Monitor TT Rockstars to KS1 and KS2 and relaunch ❖ Book Scrutiny looking at GDS and where it occurs and is it for all children ❖ Book scrutiny of SODA books looking at challenges/reviewing ❖ Pupil Interviews with children in yr 3/4 about their times tables learning and knowledge ❖ LTP's and MTP's are set up for each year group to include the maths guidance ❖ Update the schools calculation policy to include the maths guidance 		<ul style="list-style-type: none"> ▪ Book scrutiny looking at books to planning do the tasks meet the children's needs is there evidence of GDS ▪ Analyse the PUMA results EYFS/KS1 data to children's current level ▪ Set up times table battles between year groups and classes to keep the engagement with times tables ▪ Share the FDP from the Maths meeting ▪ Ensure logins for the times tables test for year 4 are set up 			<ul style="list-style-type: none"> ▪ Analyse the PUMA results EYFS/KS1 data to children's current level ▪ Ensure arrangements for the yr 4 times table are set up and ready for June 2021