

Subject/Area: Maths	Key Personnel:- Gemma Taylor and Sally Boulstridge
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Quality of teaching and learning; <i>outcomes for children</i>	
Activities and improvements during the year 2021/22	<ul style="list-style-type: none"> • Staff meeting to share use of differentiation and retrieval in Maths lessons • Introduction of more practical lessons at the introduction of areas of Maths • The year 4 times table check was successfully completed. • Booster sessions in year 6 took place.
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> • KS1 and KS2 SAT's results show the percentage of children achieving EXS level is above the national average. KS1 The Meadow 73.3% (national 70.4). KS2 The Meadow 79.7% average ss 104.1 (national 72.9% average ss 104.2) • KS1 data for GDS was just above national. The Meadow 16.7% (national 16.3%) • Progress from year 2 to year 6 was +2.61 (national was 0.12) • Internal data shows that Maths results have remained consistent throughout the year.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
Ensure progressive curriculum is being taught across all year groups
Consistent teaching of calculations
Use of data to inform planning

Improvement plan for the year – <i>Maths</i>						
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 to?	Relevant links to School priority 1,2 or 3
Ensure progressive curriculum is being taught across all year groups	Review curriculum plans (whole year and termly) Lesson learning walks and share findings with staff Staff meeting time to develop curriculum plans	Termly By end of Summer Term	Clear curriculum plans Progression/previous learning documents	Time out to fulfil tasks	SB and GT Report to CS/LA and Maths Governor	2
Consistent teaching of calculations	Use the PowerMaths documentation in each year group to ensure consistency Lesson learning walks linked to calculations and share findings with staff Review and amend the PowerMaths documentation at end of year where needed	Termly review By End of Spring Term	Most students to meet expectations by end of year for Mental Maths	Time out to fulfil tasks and monitoring	SB and GT Report to CS/LA and Maths Governor	2
Use of data to inform planning	Analyse NTS and SATs data to establish gaps across year groups/school Focus on problem solving in lessons using solid arithmetic knowledge Staff meetings to analyse own Maths data	Termly	Areas that have been established as gaps to be narrowed by end of year	Time out to fulfil tasks and monitoring	SB and GT Report to CS/LA and Maths Governor	2

Improvement plan for the year – <i>Maths</i>						
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 to?	Relevant links to School priority 1,2 or 3
<i>Subject specific tasks for the year</i>	<ul style="list-style-type: none"> • Review all curriculum documents linked to Maths • Share calculations policy to be used • Review termly the calculations policy and how it is being used in classes • Learning walks • Celebrate World Maths Day • Share data with teachers based on assessments carried out 					