

Strategic Plan for Mathematics. HMFA 2015-2016

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

	<ul style="list-style-type: none"> • Scrutiny of work (half termly) to ensure standards and that next steps are identified in marking • Discussions with pupils • Teachers provided with clear feedback on strengths and weaknesses of teaching and learning and how to improve • Ensure that the following form the central part of maths teaching: <ul style="list-style-type: none"> ➢ Talk Maths ➢ Maths Ambassadors ➢ Basic skills for identified concepts as a daily routine ➢ Tara maths activities ➢ 123 Maths for pupils with skills deficit ➢ Use of iPads for teaching Maths/interventions. Doodle Maths 			
Continue identification of target children in years 1 to 6.	<ul style="list-style-type: none"> • Data analysis • Children identified requiring acceleration in progress • ½ termly meetings to discuss progress of pupils 	<ul style="list-style-type: none"> • Selection of target groups • Effective screening to identify gaps • Monitoring of progress • Improved outcomes for pupils • Improved knowledge for teachers 	Immediate and on-going	Peter Box Anna Cadien
Develop opportunities for incorporating maths across the curriculum	<ul style="list-style-type: none"> • Planned opportunities for incorporating areas of maths into other subject areas 	<ul style="list-style-type: none"> • Developed pupil understanding through reinforcement of skills and knowledge • More flexibility in maths lessons 	Immediate and on-going	Peter Box Anna Cadien
Continue Basic Skills programme across the school	<ul style="list-style-type: none"> • All classes delivering basic skills programme on daily basis to improve achievement across the school • Ensure all year groups are teaching basic skills according to their age related expectations. Differentiation between year groups. 	<ul style="list-style-type: none"> • Improvement in children's understanding of identified key concepts • Improved performance for all children in maths. 	Immediate and on-going	Peter Box Anna Cadien