



Maths Development Plan 2022/2023 VCW

Main Areas of Development	Reason/Evidence
<p style="text-align: center;">Regularly monitor math through learning walks, book looks and pupil interviews (complete on a termly basis).</p>	<p style="text-align: center;">Math needs to be regularly monitored as it is a low attaining subjects within St Aidan's.</p>
<p style="text-align: center;">Complete an initial audit with staff</p>	<p style="text-align: center;">I would like to raise the profile of math within the school so will be seeking out ideas from staff. All staff will complete an initial audit during a staff meeting.</p>
<p style="text-align: center;">Fluency practice is implemented across the school</p>	<p>Lesson for regular practice of fluency skills is set outside of the maths lesson to continue to improve key skills which will in turn support learning in maths lessons for problem solving and reasoning. Support will be given by the subject lead and teachers to develop regular fluency practice for their pupils at least three times a week in short sessions. Greater fluency is aimed to impact on maths lesson and increased pupils using fluency alongside application. Increase 'sticky' learning.</p>
<p style="text-align: center;">Monitor and evaluate impact of intervention and catch up support for targeted pupils</p>	<p>Identify specific gaps in understanding and use of baseline/ end of intervention assessment to monitor pupils with targeted intervention in maths. Ensure structured interventions are used to maximise impact for pupils. Intervention to be linked to Ready to Progress, Number Sense, Success Arithmetic and Catch Up Maths materials from SIL</p>
<p style="text-align: center;">Promote use of accurate mathematical language and improve pupil's mathematical talk</p>	<p>Pupils should be immersed in rich, mathematical vocabulary and be accustomed to it so they can not only understand its meaning but also apply it both verbally and at times in writing when appropriate.</p>

Overall target	Action One – Prioritise key learning in maths for year groups							
Action to be taken	Success Criteria and Impact on Learning and Standards.	Lead Person	Monitoring	Evaluation	Cost/ Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022
To complete an initial learning walk, book look and pupil interview within the first term with support from ND.	VCW to observe use of apparatus, learning environments, effective use of TA's and working walls.	VCW and ND	VCW		VCW to use subject coordinator time to monitor math on a termly basis.	On going monitoring	On going monitoring	On going monitoring
To complete a staff survey about math	VCW will use other teachers' ideas to raise the profile of math.	VCW	VCW/ ND		Use time during a staff meeting	Completed in term, VCW to review and implement	VCW to implement some of the teachers suggestions to improve math.	Complete an end of the year audit to gain teachers perspectives on math. Have I raised the profile of math?
Basic skills regularly taught in light of Recovery / Catch up Curriculum	Pupils regain key skills and fluency for respective age related expectations	VCW	Evaluate use of resources / basic skills sessions with staff. Aut 2 Spring 2 – Pupil voice / use of basic skills and progress		Number Sense £99 TTRockstars / Numbots £150 ** Purple Mash	During the INSET day VCW explained that teachers should be spending an additional 15 minutes	Learning walk to observe basic skills	Pupil interviews

			Summer 2 – Learning walk / pupil voice/ attainment			covering basic skills.		
Evaluate pupil attainment and identify specific pupils in need of intervention within maths(half termly).	Pupils are identified and targeted for maths support Intervention is measured and can show progress	VCW Class teachers SENCO	Half termly updates informally with class teachers Cause for concern to be sent to Maths lead/ SENCO Termly assessment to monitor progress in maths ND	Intervention is measured and evaluated – TA booklets/ in line with teacher assessments and judgements	Attend CPD on effective interventions Oct 2022- cost of course	Interview pupils attending interventions to assess the impact.	Interview pupils attending interventions to assess the impact.	Interview pupils attending interventions to assess the impact.
Refine key vocabulary for each year group for maths and create progression of language	Promoting key mathematical language to improve understanding of concepts and raise pupils mathematical talk	VCW	Aut 1 Working walls Spr 2 Pupil voice	Have staff linked key vocabulary in lessons/ working wall/ classroom environment? Is it shared and modelled with pupils		Metacognition will support effective math vocab within the school. Teachers should be encouraged to used STEM sentences.	VCW will email math vocab to all teachers from White Rose.	Metacognition will support effective math vocab within the school. Teachers should be encouraged to used STEM sentences.
For KS1, EYS and VCW to attend Mastering numbers (Math Base Camp) training.	To improve number skills through training and the use of Rekenreks.	VCW	Data submitted will track the progress of potentially disadvantaged pupils, FSM/	To evaluate with SM, NJ, SH during the summer term.	Costs of 15 Rekenreks at £5 each	VCW will monitor the axis account for data and will have regular discussions with KS1 and	VCW will monitor the axis account for data and will have regular discussions with KS1 and	VCW will monitor the axis account for data and will have regular discussions with KS1 and

			Pupil premium and one ARE child.			EYFS staff to assess the impact of using Rekenreks.	EYFS staff to assess the impact of using Rekenreks.	EYFS staff to assess the impact of using Rekenreks.
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