



Dean Field Community Primary School Mathematics Action Plan 2020 / 2021

Objectives (Intent)	Actions and Personnel (Implementation)	Resources	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation (Impact)
1. Increase the % of pupils achieving age related expectations in maths across all year groups.						
<p>Ensure quality first teaching and learning is happening in all classrooms and that objectives are covered broadly and deeply enough.</p>	<p>Teachers to use a mastery approach to teaching mathematics - Fluency and question types should be <u>varied</u>. Problem solving and reasoning should be taught fully.</p> <p>I See Reasoning and problem solving resources to be available on P drive.</p> <p>Classroom secrets subscription to be renewed and available to all teachers.</p> <p>Same day intervention approach to be used in years 3, 4 and 5.</p> <p>Same day intervention training to be provided to new members of staff and staff new to year groups.</p>	<p>I see reasoning resources. I see problem solving resources. Classroom secrets subscription.</p>	<p>September 2020 -</p> <ul style="list-style-type: none"> Classroom secrets log in details to be provided to all members of staff. I See resources available to all teachers on P drive. SDI training provided, ready for September. 	<p>April 2020 -</p> <ul style="list-style-type: none"> SDI refresher training / monitoring for new and new to year group staff. 		<p>Half termly book scrutinies to ensure objectives are being covered fully.</p> <p>Autumn learning walk.</p> <p>Spring deep dive.</p> <p>Summer deep dive.</p> <p>Impact - The children will have a deeper understanding of each objective.</p>
<p>Ensure teachers are providing an appropriate level of challenge for <u>ALL</u></p>	<p>Sam Bowling from BH to deliver 'Teach to the top' training to DF staff. Teachers to implement in</p>		<p>December 2019</p> <ul style="list-style-type: none"> Classroom resource inventory to be 	<p>April 2020 -</p> <ul style="list-style-type: none"> Order any resources still lacking. 		<p>Learning walks</p> <p>Book scrutinies.</p>

<p>pupils.</p>	<p>maths lessons. Date TBC.</p> <p>Teachers to provide all pupils with the tools they need to achieve each objective.</p>		<p>completed.</p> <ul style="list-style-type: none"> • Ensure classrooms are equipped with basic resources such as counters, base ten etc. • Ensure stock cupboard is equipped to teach all areas of the maths curriculum such as shape, measure, place value etc. 			<p>Monitoring of Seesaw.</p> <p>Impact - All children will access lessons pitched at an age appropriate level preventing a ceiling being placed on children's learning. All children will have access to appropriate manipulatives to support and enhance their learning.</p>
<p>To continue to ensure maximum use and positive results from maths working walls.</p>	<p>Teachers to update their working walls as new objectives are introduced. WWs to be updated with the children as part of their learning journey.</p> <ul style="list-style-type: none"> • Working wall headings and content to be consistent throughout school. • NC coverage grids to be displayed on working walls. Objectives to be ticked off as they are taught. 	<p>Template resources for WW saved on P drive.</p> <p>All teachers to be provided with a NC coverage grid for their year group.</p>	<p>September 2020</p> <ul style="list-style-type: none"> • Learning walk to ensure WWs are consistent throughout school. 			<p>Learning walks</p> <p>Deep dives</p> <p>Informal, half termly drop ins by FO.</p> <p>Impact - The WWs will always be relevant to the children and will not become 'wallpaper.' The children will look at and use this as an additional resource.</p>

<p>Ensure gaps in pupils' knowledge are identified promptly and quality intervention is implemented.</p>	<p>Monitor the effectiveness of same day intervention in the upper school.</p> <p>Monitor the effectiveness of catch up sessions in the lower school.</p> <p>Implement number stacks interventions across years 1 to 6 to identify gaps in knowledge.</p> <p>Ensure all teachers are using the progression of skills document when planning to ensure coverage.</p>	<p>Number stacks school subscription and resources to be purchased £200.</p> <p>Progression of skills document for new staff members.</p>	<p>September 2020</p> <ul style="list-style-type: none"> • Learning walk in years 3, 4 and 5 to monitor SDI. • Learning walk in years 1 and 2 to monitor catch up sessions and any sweeping up / SDI style intervention in math's lessons. • Children with gaps in knowledge to be grouped and appropriate intervention / lessons put in place. 	<p>April 2021</p> <ul style="list-style-type: none"> • Learning walk in years 3, 4 and 5 to monitor SDI. • Learning walk in years 1 and 2 to monitor catch up sessions and any sweeping up / SDI style intervention in math's lessons. 	<ul style="list-style-type: none"> • Learning walk in years 3, 4 and 5 to monitor SDI. • Learning walk in years 1 and 2 to monitor catch up sessions and any sweeping up / SDI style intervention in math's lessons. 	<p>Discussions with teachers.</p> <p>Pupil interview</p> <p>Book scrutinies.</p> <p>Learning walks.</p> <p>Review data termly to see if there is an impact/ gaps being closed.</p> <p>Impact - Knowing how effective the interventions are across a whole academic year will allow us to act on the feedback / results.</p>
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2. Increase the % of pupils achieving GDS in maths at KS1 and KS2.

<p>Ensure potential GDS pupils are identified and interventions are put in place.</p>	<p>Number Stacks to be used alongside teacher judgement and half termly tests as a diagnostic tool to identify potential GD students.</p> <p>Teachers to have access to high quality resources such as classroom secrets and I See reasoning and problem solving.</p>	<p>Number stacks subscription and resources.</p>	<p>September 2020</p> <ul style="list-style-type: none"> • Teachers to have identified potential GD students. • Learning walk to monitor the availability of GD tasks. • Book scrutiny of GD books to monitor quality of GD tasks. 	<p>April 2021</p> <ul style="list-style-type: none"> • Learning walk to monitor the availability of GD tasks. • Book scrutiny of GD books to see quality of GD tasks. 	<ul style="list-style-type: none"> • Learning walk to monitor the availability of GD tasks. • Book scrutiny of GD books to see quality of GD tasks. 	<p>Monitor assessment data.</p> <p>Discussions with teachers.</p> <p>Book scrutinies</p> <p>Learning walks</p> <p>Impact - Teachers will</p>
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	Ensure GD objectives are being taught and opportunities to access GD tasks are available in every lesson.					have access to tools which identify the next steps for potential GDS pupils including 'how to' video clips for pupils.
Provide ICT links to Maths websites/suggested Maths apps on the school website and on see saw.	Maths games and apps that are accessible at home will be clearly provided on the school website and on Seesaw.		<ul style="list-style-type: none"> Links / apps will be reviewed and updated on the website ready for the start of term in September. 			<p>Richard at BH to update website.</p> <p>Impact - Making maths learning as fun as possible with ICT games encourages pupils to practice more at home and so improves levels of progress.</p>
Ensure teachers are confident in knowing what GDS maths looks like within their year group.	Books to be moderated with BH teachers of the same year group, once every term.		Moderate once.	Moderate once.	Moderate once.	<p>Teachers to email maths lead with moderation dates once per term.</p> <p>Impact - Moderating work with other teachers of the same year group will allow teachers to accurately and confidently assess GDS</p>

						pupils.
3. Increase parental awareness of how maths is taught at Dean Field.						
Support parents in supporting their children with mathematics.	Class teachers to post a video of each calculation method on Seesaw as and when it is taught at school.	Seesaw.	<ul style="list-style-type: none"> Video to be posted for each of the four operations as and when they are taught in class. 			Impact - Parents supporting their children with the methods taught at school will prevent confusion if another method is taught at home.
Provide parents with our calculation policy.	<p>All teachers to have input into the review of the calculation policy.</p> <p>Updated calculation policy to be sent home as a booklet.</p>		<ul style="list-style-type: none"> Calculation policy to be reviewed with all teachers. Calculation policy to be revised and sent home with children. 			Impact - Parents will be aware of the expectations for their child to meet the expected standard and will be more equipped to support them.
4. Improve whole school times tables knowledge.						
Improve pupils' rapid recall of times table facts across school.	<p>Classes 2-6 to do a TTRS baseline assessment in September. TTRS to be practised each week in class.</p> <p>Year 1 be introduced to TTRS in the form of Numbots accounts. Log in details to be sent home so children are able to access at home.</p> <p>TTRS log in details to be communicated with parents</p>	TTRS Subscription.	<ul style="list-style-type: none"> Reminder of TTRS log ins to be sent home in September. Numbots log in details to be sent home in September and children to be encouraged to access at home. MTC apps to be installed on ipads. 			<p>Impact - Improving pupils' rapid recall of multiplication facts in years 1, 2, 3 and 4 will prepare children for the statutory times table check in Y4 (2020-2021.)</p> <p>Pupils will develop associated</p>

	<p>as a reminder and children to be encouraged to log in at home.</p> <p>Lunchtime ICT club 3X a week for children who can not access TTRS at home.</p> <p>TTRS to be accessed in class a minimum of 3 times per week.</p> <p>Years 2, 3 and 4 i-pads to have the MTC app installed and children to be encouraged to play.</p>					<p>division facts.</p> <p>When children repeat the baseline their scores will have improved.</p> <p>Pupils will be able to access a mock up of the times table check. This will improve their speed.</p>
<p>Raise the profile of TTRS.</p>	<p>Use the half termly TTRS leader boards to award a TTRS superstar in gold book assemblies.</p> <p>Teachers to display weekly leader boards in classrooms to motivate children.</p> <p>Certificates to be printed by maths lead each half term.</p> <p>Trophies to be purchased as prizes.</p> <p>Reset data each half term to prevent large gaps in positions.</p>	<p>Trophies. Certificates.</p>	<p>Whole school leader board display to be up and running.</p> <p>Leader board is up and running. The students are very enthusiastic about this and the number of children accessing the site regularly has increased.</p>			<p>Impact - Times table fluency will improve across school. Children will enjoy practising their times tables.</p>

5. Ensure the coverage of lost learning is taught due to Covid 19 school closure.

<p>Create new long term plan for each year group.</p>	<p>New NC coverage grids to be created for each year group. Grids to include objectives not taught from the previous year group.</p>		<p>September 2020</p> <ul style="list-style-type: none"> • Each teacher to be provided with a new coverage grid. • Learning walk to ensure coverage grid is displayed and in use. 	<p>April 2021</p> <ul style="list-style-type: none"> • Ensure coverage grid is displayed and in use. • Monitor coverage so far. Are we getting through the objectives? 	<ul style="list-style-type: none"> • Ensure coverage grid is displayed and in use. • Monitor coverage so far. Are we getting through the objectives? 	<p>Autumn learning walk.</p> <p>Spring deep dive.</p> <p>Summer deep dive.</p> <p>Impact - The new grids will ensure full coverage of the curriculum and will include lost learning from the previous year.</p>
<p>Introduce tangrams to years 1-6</p>	<p>Tangrams to aid shape knowledge and vocabulary throughout school.</p>	<p>FO to print and laminate enough tangrams for one between two children in years 1-6.</p>	<p>September 2020</p> <ul style="list-style-type: none"> • Each class to be provided with enough tangrams for one between two. 	<p>April 2021</p> <ul style="list-style-type: none"> • Monitor the use and effectiveness of tangrams. 	<ul style="list-style-type: none"> • Monitor the use and effectiveness of tangrams. 	<p>Informal discussions with teachers regarding the effectiveness of using tangrams.</p> <p>Impact - As shape is taught at the end of the year it may be difficult to get to these objectives. Using tangrams throughout the year ensures students' are secure in some vocabulary and shape knowledge.</p>

Reviewed – December 2020
February 2021
May 2021

