

<b>Review Dates:</b>		<b>Maths Action Plan: 2024-2025</b>		
<b>Feb 2025</b>	<b>July 2025</b>	<b>Subject: Maths</b>	<b>Subject Lead: Clare Singers</b>	
<b>INTENT</b> <i>(What needs to be achieved in your subject?)</i> <b>Key priorities for the School Improvement Plan 2024-2025 informed by the SEF</b>	<b>IMPLEMENTATION</b> <i>(How will priorities be facilitated?)</i>	<b>IMPACT</b> <i>(How will you know the priorities have been met?)</i>	<b>RESOURCE</b>	
To ensure that pupils can discuss their learning, link learning over time, retain key knowledge and skills, articulate their successes and next steps	<p>Daily intervention to address misconceptions/gaps and ensure that all pupils keep up with learning.</p> <p>Key strategies delivered and information from maths subject leader meetings shared with staff (CT and TA's)</p> <p>Progression of mathematical concepts evidenced in books</p> <p>Feedback being used in all lessons</p> <p>CPD maths opportunities for TA/CT where appropriate</p> <p>CGP homework books used and impact reviewed. Timetables Rockstars is used effectively.</p> <p>Feedback to governors (Maths Lead)</p> <p>Class Dojo to share maths learning/ strategies with parents (keeping up to date)</p>	<p>Attainment in maths is further strengthened.</p> <p>Children are proud of their learning in maths and talk positively about maths (Pupil Voice)</p> <p>Children can explain what they are learning, what they remember and their next steps.</p> <p>Children make outstanding progress from their starting point whether low or high.</p> <p>Pupils have secure fluency and are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p> <p>Pupils are resilient learners who know their next steps, and have strategies to gain support when they are stuck (metacognition)</p>	<p>Books</p> <p>Resource au</p> <p>CPD/ staff meetings</p> <p>Learning walk</p> <p>Knowledge organisers</p> <p>CGP books</p> <p>Times Table Rockstars/Numots</p> <p>Showbie/ iPads – for online maths access</p>	

<p><b>Early Years Foundation Stage</b> To ensure quality child-led learning in maths through a well-considered environment and curriculum-focused continuous provision.</p>	<p>Visits to other settings have been completed and SIA/STLS has provided support to key staff resulting in a clear action plan for the environment and resourcing.</p> <p>Staff create an environment that supports the intent of the curriculum.</p> <p>CPD training booked (Best Practice in EYFS maths) for maths lead and TA's in Tinley class.</p> <p>The resources are chosen to meet the children's needs and promote secure learning.</p>	<p>A considered environment that supports the intent of the curriculum and maths learning.. Pupils will achieve their ELG's and move to Year 1 with a sound understanding of number.</p> <p>The EYFS learning environment contains natural / real world resources which support child-led learning. Staff confidence is high - check children's understanding, identify misconceptions and provide clear explanations to improve their learning. High quality adult modelling and intervention seen.</p>	<p>white rose White Rose subscription</p>
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