Jerry Clay Academy
Subject Leader Action Plan

Subject: Maths	Leader: C Elliott	Date: 24.10.19

Section 1 Leadership and Management	What will success look like?
Ensure the use of EEF research tools to ensure any initiatives introduces are proven to be high impact / low cost Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning. Ensure senior including trustees have a consistently accurate picture of pupils' attainment through the increased use of external standardized tests for all year groups.	Termly updates at staff meetings on maths mastery approach and research into it. Staff have opportunities to explore and discuss most effective mastery strategies for teaching maths across the whole school. Continue to reinforce aspects of mastery and what Greater Depth looks like with teachers, TAs and children through coaching in Y1,2 and 3. Features of maths mastery teaching are further embedded into teaching and learning in maths. PUMA /PIRA tests in use for standardized assessment of maths. Gap analysis tools used to inform future planning.

Action	Who?	When?	Resource	✔
To continue to keep up to date with Maths mastery approach via West Yorkshire Maths Hub and NCETM including Report on Teaching for Mastery Programme Oct 2019 NCETM	CE	Autumn 1		
Termly updates for teaching staff at staff meeting on maths mastery approach	CE	Termly		
To monitor planning of staff on the school's shared area.	CE	Autumn 1 and ongoing		
To moderate books	CE	Autumn 1 and 2		
Pupil voice to assess enjoyment in the subject	CE	Autumn 2		
Coaching in Y1,2,3	CE	TP to organize release for CE.		
Learning Environment Monitoring	CE	Autumn 2 and Spring		
Introduce PUMA/PIRA tests for external assessment in	HT / CE	Autumn 2		

maths.				
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Section 2 **Quality of Education**	**What will success look like?**
Ensure we increase the % of girls and boys in maths achieving the higher levels Ensure vocabulary domains are integrated into maths and are progressive for year groups.	Teaching and learning allows for the development of fluency in recall and calculation of key number facts. Children are able to practice their key fluency skills in lessons and at home. Diamond Dash is developed to appropriately challenge those who have mastered all the times tables and division facts up to 12 x 12 and have passed Gold. Other apps and online activities for practicing these have been explored and implemented. Mental maths skills are taught explicitly as part of maths teaching so that children develop greater competence with key skills. This lightens the cognitive load for children when tackling more complex calculations and problems. Staff are clear on the progression of age appropriate mental maths skills. Stem sentences and maths reasoning speaking frames are used routinely in lessons to support the children in articulating their understanding. Children can access reasoning frames on cards on their tables and see them modelled on the working wall. They use them confidently in maths talk with their partner. Children are familiar with a variety of problem solving approaches such as trial and error, finding all possibilities. *Children have regular opportunities for all children to attempt complex and open ended problems to allow them to show, explore and develop Greater Depth maths skills. Teachers praise use of learner traits in maths equally to the maths skills. Teachers use these opportunities to inform formative and summative assessment.* *Praise of problem solving skills are heightened by the award of Maths Problem Solver of the Week (KS" / whole school?) in assembly.* *Year 5 and 6 participate in Primary Maths Challenge in November. Explore Y3/4 competition in June*

Action	**Who?**	**When?**	**Resource**	✔
Termly updates for teaching staff at staff meeting on maths mastery approach	CE	Termly		
Share progressive maths vocabulary for each year group.	CE	Autumn 2		
Collate and share year group progression in mental maths skills and strategies.	CE	Spring 1		
Coaching in Y1,2,3	CE	TP to organize release for CE.		
Monitor planning across year groups	CE	Autumn 1 onward	-	Monitor planning across year groups
Book scrutiny	CE	Autumn 1 onward	-	Book scrutiny
Subject evidence folder	CE	Ongoing	-	Subject evidence folder
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Section 3 **Behaviour and Attitudes**	**What will success look like?**
Continue to increase the independence of our pupils by further reinforcing AFL methods and critiquing. Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in Maths	Stem sentences and maths reasoning speaking frames are used routinely in lessons to support the children in articulating their understanding. Children can access reasoning frames on cards on their tables and see them modelled on the working wall. They use them confidently in maths talk with their partner. *Working Walls and learning lines are further developed to consistently show sentence stems and speaking frames as well as modelling using CPA. Teaching and working walls also focus on misconceptions (juicy mistakes) to challenge children to*

Further develop the use of maths stem sentences, vocabulary and reasoning frames.	*explain their understanding.* Ensure assessment for learning is effective in taking children from their starting points and moving them forward. Staff use live marking and children mark their own work to encourage them to identify their next steps. They annotate correct their own mistakes where possible or are supported to do so. They explain their misconceptions in a thought bubble. Marking time focuses on identifying children's next steps and responding appropriately. This could be by setting whole class, groups, or individual tasks. Activities would include an appropriate practice activity, scaffolded tasks, follow up task or extension tasks for strive time or might involve a one to one or group intervention. Staff will use their knowledge of the children's next steps to plan the continuation of the learning journey in the next lesson. Staff will use a range of opportunities to assess and to allow them to develop and explore greater depth maths skills. These might include complex and open ended problems, diagnostic problems, error spotters, problem solving opportunities and partner talk.

Action	**Who?**	**When?**	**Resource**	✔
Introduce maths reasoning frame cards.	CE	Autumn 2		
To monitor planning of staff on the school's shared area.	CE	Autumn 1 ongoing		
To moderate books	CE	Autumn 1 and 2 and ongoing		
Pupil voice to assess enjoyment in the subject	CE	Spring 1		
Monitor working wall and learning environment	CE	Autumn 1 and ongoing		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Section 4 **Personal Development** Ensure the mental health of our pupils is a high priority for all staff. Ensure all our pupils are given opportunities to discover new talents and interests Ensure all our children are well prepared for their next steps. Ensure all our puils know what it means to be a good citizen. Ensure that Maths is linked real life and given a context. Strengthen links within the community – make links with visitors into school. Careers that use Maths?	**What will success look like?** Children have a 'Can do' attitude to learning maths and they know that with support and perseverance they will be able to master new areas of maths. They are happy to tackle more complex problems and to work independently and as a team. This growth mindset fosters self confidence and they are able to apply their maths in unfamiliar and real life contexts. Children know the importance of Maths and know careers possible . They understand how it helps them learn about the world. Children will enjoy maths and see its relevance to real life. Develop the curriculum so that it links well into the community			
Action	**Who?**	**When?**	**Resource**	✔
Heighten growth mindset and learner traits used in maths learning.	CE	Autumn 2 and onwards		
Update staff on aspect of maths mastery – giving maths a context and a link to real life including use of 'Tell the story, ask a question' prompt in problem solving	CE	Autumn 2		
Ensure this is happening through book looks, observation, staff meeting and coordinator notices.	CE	Autumn 1 onwards		
Pupil voice	CE	Spring onwards		
Explore visitors that could showcase maths in real life /careers	CE	Autumn 1 and onwards		
Heighten Maths on Twitter	CE/Staff	Autumn 1 onwards		
Participate in motivating maths competitions and raise	CE	Autumn 2		

the profile of maths through relevant maths challenges.		Summer 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				