

Maths Action Plan

(2023 - 2024)

Vision

At Knights Enham Nursey & Infants School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- | | |
|--|----------------------|
| • Effectiveness of leadership and management | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare | Requires Improvement |
| • Outcomes for pupils | Requires Improvement |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **ILPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

1. Teaching & Learning

Improving all pupils' attainment and rates of progress from starting points.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Assessment for learning	<p>Questioning and checking for understanding – all the time throughout lessons. -embedded into all sessions checking all the time for understanding. - CT to have questions planned in planning.</p> <p>JOL to have PD session in Staff Meeting with KS1 staff.</p> <p>INSIGHTs is being used to inform daily progress and learning intention match pupils needs.</p>	JOL/ DW	A2 - review		Flexible approach used consistently across Year 1 and Year 2.
Planning format	<p>Liaise with junior maths lead Edit/ adapt current junior planning – trial in Year 1 for Unit 1.1, adapt with JL (HIAS). Share with staff in PD session (staff meeting).</p>	JOL	A2 begin		New planning ensures attainment and progress, flexible teaching
Flipchart format (showing clear modelling/ progress/ AFL)	<p>Flipcharts to contain mental maths/oral starter I do, We do, You do altogether, You do alone – in stages with mini whiteboard inputs. Challenge/extension on last slide?</p>	JOL	A2 embedded		Continuity throughout school and into Juniors. High quality T&L throughout with opportunities to AFL during input.
Maths stations in each class -access to concrete resources.	<p>Resources Audit and provision for each class. List of contents of Maths trollies to be shared with classes – Nursery, Reception, Year 1 and Year 2. These to be used as must haves, and then open choice for classes to include what they used also.</p>	JOL	End of A1 begun	New resources-money/coins particularly	Use of resources throughout the school is consistent through the school- children recognise and use resources with confidence and ease.
Links between CPA learning processes	<p>Concrete maths resources linking to visual representations and pupil's recording. Moving onto more abstract recording such as number sentences.</p>	JOL	Ongoing		
Working walls	<p>Working walls to be updated to junior school style – with whiteboards. To include, key vocabulary – write up straight onto whiteboard/stick up objects/ large post-its.</p>	JOL	A2	New whiteboards	Reduced workload for printing/preparing working walls. Work is current and useful – no “wallpaper”.

Task Design	<p>Develop scaffolded, core and deepened tasks that enable pupils to work alongside peers in class. (Inclusion agenda). Effective TA use for cut away groups during inputs.</p> <p>JL and JOL to look at Junior examples and work on adapting for KS1.</p>	JOL	Spr1		<p>Looked at embedding scaffolded, core and deepened. Adding a fourth section for SEND/individual pupils on personalised learning journey.</p>
Subject knowledge	<p>Audit of Staff confidences across the domains – Year 6 SATs Arithmetic Paper 1. Go away with it – have a go, have a look. Come back with it.</p> <p>Which bits were challenging, which bits do we want support with across the year?</p> <p>KS2 or KS1 paper.</p> <p>PD session- staff meeting on identification of need and looking at NCETM website. Subject knowledge audit. – staff meeting time to complete.</p>	JOL			<p>Staff given a paper- none returned.</p> <p>Think about adding a problem at beginning of staff meetings?!</p>

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Maths Policy	Consider and redesign of Maths policy to run alongside Junior policy. JOL to read and discuss how KENIS can adapt and begin matching policy.				Maths policy and 3 I's policy especially for Infants developed. Maths expectations developed within sessions with LG.
Progression CPA	JOL to consider and revise CPA policy, already similar to Juniors but starting for Nursery/Year R levels.				CPA policy not yet revised.
HIAS scheme of learning	Continue to use HIAS units to ensure coverage across each Year Group. Download and implement new planning, recall and retrieval, entry and exit tickets. Connect4Maths.				HIAS units in use across year 1 and year 2. Next year to focus on Year R curriculum and refresh.
Use of tapestry to contain and follow YR R/Nursery curriculum.	JOL to access tapestry to see uploaded Maths work with children. Speak to CS (EYFS lead) about assessment details and tapestry children access.				JOL accessed tapestry but no online data visible that isn't individual entries.
Adapting the curriculum					

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Task Design – Expectations?	Individualised provision for SEND groups and particularly differentiated for those significantly lower than whole class. Class teachers/ KF to liaise and manage.				Now developing for late Summer 2 and into 2024-2025 academic year.
Insights – children be assessed at their level	Use of INSIGHTS to assess children's current levels and where their gaps are.				Use of Insights to upload – small steps above Year 1