

Maths Action Plan

(2023 – 2024)



Vision

At Knights Enham Junior 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

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

Ofsted Guidance for What the School should do to Improve Further

- Continue to improve the quality of teaching, learning and assessment to ensure that more pupils make strong progress from their starting points.
- Ensure that all teaching provides robust challenges for pupils, particularly those who have the potential to achieve higher standards in reading, writing and mathematics.
- Ensure that all teaching supports pupils with SEND effectively so that they make stronger progress in reading, writing and mathematics.

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. To continue to raise the **standards of writing** across the school, aiming to improve progress of all children.
2. To continue to develop **assessment for learning** within the planning process, to allow more opportunity for challenge.
3. To continue embedding **early reading** and **phonics across** the school through the school's culture for rigorous reading interventions.

2. Curriculum

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

1. To continue to embed the **school values** within the school curriculum to **support pupil well-being**.
2. To continue developing rich experiences through **cultural capital** by developing **pupil curriculum passports**.
3. To continue to **evolve the school curriculum** by adapting planning and skills based on last year's outcomes.

3. SEND

Meeting the needs of all children to ensure good progress.

1. To continue to develop assessment for learning by identifying gaps for pupils **working below the age-related** expectations.
2. To continue working on **quality first teaching** and **task design** to meet the needs with SEND.
3. To continue to embed the **online systems** to triangulate all the information we record on the progress made by pupils in areas of their learning.

1. Teaching & Learning

To ensure high-quality inclusive teaching for all pupils

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Improving all pupils' attainment and rates of progress from starting points.	New-style tasks to be used in every classroom.	AW	Autumn 1	Funds required for baskets (GYB).	(15.12.23) Children are familiar with task structure and Fluency/Reasoning/Problem Solving Approach. Children are experiencing greater levels of success. Children are completing a range of question types. Staff have greater independence when consolidating or challenging knowledge. Staff workload has reduced.
	Flips to represent I do/We do/You do approach in all classes.	AW	Autumn 1	N/A	(Oct '23) Flips in Y3,Y4 & Y6 are consistent in all lessons. AW to support Y5 (Highclere).
	Maths stations to be set up in every classroom with key resources to support learning.	AW	End of Autumn term	Potential for extra resources after audit.	(15.12.23)Every class now has a Maths station. (02.01.24) AW lead INSET sessions on what is required following audit of resources.
	All staff to use updated HIAS units of work to plan daily lessons.	AW	Autumn 1	N/A	(Sep '23) All staff using HIAS scheme of work. (Nov '23) AW referred Y3 & Y5 with new updated units.
	Consistent Working Wall set up to display current learning journey, alongside appropriate representations of concept.	AW	End of Autumn term	Coloured WB pens required	(Nov '23) All staff now have multiple representations up on wall. (02.01.24) AW lead INSET on working walls. AW will check S1 to ensure this is consistent across all staff.
	AW to model how to use split-input alongside I do, we do, you do approach with teachers and support staff.	AW	Spring 1	N/A	
	Staff to observe to view HQIT from identified members of staff. AW to follow up.	AW		N/A	
	Increase effectiveness of support staff in classrooms to ensure consistent high-quality expectations.	AW	Ongoing	N/A	(Nov '23) Staff Workshop on question expectations. Fluency, Reasoning and Problem solving evident in all books. (Jan '23) INSET focus on resources and working walls, to ensure consistent, supporting and engaging learning environments in every class. AW to monitor in Spring 1 to ensure this is being followed by all staff.
	Next steps in books used to consolidate and challenge where appropriate. (Book srcutinies and observations).	AW	Ongoing	N/A	

2. Curriculum

To embed a times table scheme across the school

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Creating our own curriculum which is rich, creative, and to be proud of.	AW to lead workshop on using TT Rockstars.	AW	End of Autumn term	N/A	TT Rockstar competitions to be launched second week of Spring 1.
	All classes to use TT Rockstars as an intervention for identified pupils.	AW/WS	End of Autumn term	N/A	As above.
	TT Rockstars to features as part of weekly homework.	AW	End of Autumn term	N/A	(Dec '23) Consistent in Y3 and Y6. Following launch of scheme. AW to monitor Y4 & Y5.
	Teachers keep track of children's scores to monitor progress.	AW	Ongoing	N/A	Ongoing
	Inter-Year group Tables competition based using TT Rockstars.	AW	Ongoing	N/A	(Jan '23) Whole school focus on times tables (inter-phase competitions).

3. SEN

Staff to use Insight to ensure tailored teaching for pupils with SEN.

Intent	Implementation	Monitoring	Timescale	Budget	Impact
Meeting the needs of all children to ensure good progress.	Insight training to show staff how to identify previous gaps in learning.		Autumn 1	N/A	Staff are now using Insight to support their planning and task design. AW to continue to monitor through planning and book scrutinies.
	Staff to develop appropriate tasks to ensure children are receiving at the correct pitch.	AW	Ongoing	N/A	
	Staff exposed to using CPA during workshop/INSET to further support children in class.	AW	Spring 1	Potential for extra resources after audit.	
	CPA used in all lessons to support conceptual understanding.	AW	Ongoing	Potential for extra resources after audit.	(Dec '23) Resources audit ensured consistent resources across all classes. AW to monitor to ensure appropriate resources are out.

Subject Leader Impact Statement

Maths

TERM Autumn

How have you used your subject release time?	What has the impact been?	Next Steps:
20/10/23 – Met with JL from HIAS: Developed ideas for SAP and III Statement. 07/11/23 – New Maths Manager Course		

DATA

Attainment:		Autumn	Spring	Summer
Year 3	GDS	0%		
	ARE	33%		
	BARE	67%		
Year 4	GDS	4%		
	ARE	45%		
	BARE	52%		
Year 5	GDS	7%		
	ARE	55%		
	BARE	38%		
Year 6	GDS	0%		
	ARE	17%		
	BARE	83%		

Groups

% of chn. at ARE	Year 3	Year 4	Year 5	Year 6
Boys	34%	50%	58%	26%
Girls	30%	47%	67%	11%
PP	17%	47%	48%	14%
Non PP	60%	50%	82%	22%
EAL	25%	64%	71%	33%
SEND	0%	23%	14%	11%
Non SEND	47%	56%	81%	19%

Data Analysis:

Points to consider for next year:

DEEP DIVE FORMAT CHECKS

Deep Dive: Date:

Carried out by:

Area	Prompts	Evidence
Views of the Curriculum Lead	<ul style="list-style-type: none">• How do you plan your curriculum?• How does it build on key concepts and learning?• How do you get children to develop their long-term memory and remember more?• How do you cater for varying abilities?• Why do you teach what you do and why then?• How do you organise your learning environment and resources? What impact does this have?• How do you ensure teacher subject knowledge is strong?	

	<ul style="list-style-type: none"> ● What CPD do you provide for teachers? ● How do teachers contribute to and discuss the curriculum? ● How do you know that your curriculum is having an impact on outcomes? ● What assessment do you use? Is it in line with school policy? ● How do you ensure consistency within and across departments? ● <i>When we go in lessons, what will you expect us to see?</i> 	
<p>Lesson visits</p>	<ul style="list-style-type: none"> ● Is there consistency? ● What is learning behaviour like across the subject? Why do you think this is? ● Reflect on what you have said above, does it match what you have seen? If not what doesn't match? Why? What will you do? 	

<p>Meet with teachers</p>	<ul style="list-style-type: none"> • How do you know what to teach and when? • How do key skills and concepts build up over time? (Take example used by Curriculum Lead to test depth of understanding) • How often do you review the curriculum? • How do you plan sequences of learning as a)individuals b)as a team? • What support do you get as a teacher in terms of subject knowledge and depth? • How do leaders ensure a work life balance for you? Is this is a priority? 	
<p>Work Scrutiny with pupils and leaders/ Meet with pupils</p>	<ul style="list-style-type: none"> • What do you know now in this subject that at the start of the year you didn't? • How do you think the learning has, within this subject, and across the school, developed since 	

	<p>last year? Is it harder or just the same? Why do you say this? Give me an example?</p> <ul style="list-style-type: none">• Show me your best piece of work and why did you choose this particular piece?• What happens if you get things wrong?• How do teachers get you to remember more stuff (knowledge)?• What are attitudes like in your lessons normally? Why do you think this is?• Do you feel confident in learning new things?	
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