

2. To monitor the planning, provision and impact of Mathematics Curriculum upon the levels of the children's progress.

- Maths Lead and HT to undertake maths learning walks termly with a focus on coverage, challenge, depth, use of manipulatives.
- Book Scrutinies to be carried out termly both in phases and whole school. Maths Governor to part of this process.
- External observations led by maths leader/Cornwall and West Devon Hub specialist/Penwith Hub led/ School Improvement Partner and Strength in Numbers SLE.
- Moderation across TPAT Penwith Maths hub (9 Schools)

- Maths data in each year group to be above national average.
- All cohorts to make at least 6 points progress across the year.
- Colleagues to be confident in teaching their year group's curriculum.
- To continue to make judgements about individuals, cohorts and whole school progress in terms of emerging, expected and exceeding and whether children are on track to achieve this throughout the year.
- Children's books to show clear evidence of fluency, reasoning, problem solving, coverage and progression is evident between year groups.
- Accurate and moderated judgements surrounding levels of teaching to be made from maths Leader, HT and external maths leaders

- Half termly data capture.
- Termly book scrutinies in phases and whole school
- Moderation termly.

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| <p>3. To consolidate and enhance the whole school approach to using manipulatives and bar modelling to improve conceptual understanding in the key areas of mathematics.</p> | <ul style="list-style-type: none"> -Share and revisit the different concepts that have been taught successfully using part part whole and bar modelling. -Staff meetings to be planned to facilitate sharing of good practice with regards to the different uses of bar modelling across the school. -Continue to monitor how part part whole is being introduced in Early Keystage 1 and Foundation Stage and continue to support the team teaching to develop their knowledge of implementation. -All manipulatives used to be progressive and link to the calculation policy. -In Phases children have packs of manipulatives to share with math's buddy for easy access in all maths lesson. | <ul style="list-style-type: none"> -Progressive and consistent application and use of a variety of manipulatives and visual images to enhance understanding in all maths concepts. -Children to be increasingly confident in using these varied manipulatives and know how to use them to represent numbers and calculations. -Children to be able to talk about their maths learning and the representation they have created using either manipulatives or the bar model. -Children to independently choose the best manipulative for their problem solving. -Children to be able to confidently use the part part whole and bar modelling to help them unpick and understand word problems. | <p>Ongoing</p> | <p>Maths packs</p> <p>Variety of manipulatives in maths area</p> |
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| <p>4. To improve children's abilities and confidence in using and applying Mathematical skills and problem solving in daily mathematic lessons.</p> | <ul style="list-style-type: none"> -To improve children's confidence to talk about their maths learning and share their explanations and reasoning. -Maintain a consistent approach to the notion of challenge/using and applying in every maths lesson ensuring that children are given opportunities to develop fluency, reasoning and problem solving. -Whole school problem solving tasks to take place each term through REAL projects. -Teachers to be supported to understand the different areas of the problem solving and the progression of skills using the non negotiables. -Additional problem solving using and applying tasks to continue to be used as whole | <ul style="list-style-type: none"> -Children to have greater opportunities to use and apply their mathematical concepts in a variety of problem solving activities and explain their reasoning confidently. -Children to consolidate their knowledge of maths skills and improve conceptual understanding through daily opportunities to use and apply. -All children regularly explore a variety, high ceiling problems and are able to explain their methods and learning. -Accurate and consistent moderation to ensure judgements across the school are sound and to provide expertise for all team members in this area in order to up skill their ability to assess progress. | <p>Daily in lessons.</p> <p>Half termly testing</p> | |
| <p>5. To utilise opportunities for Mathematics across the curriculum.</p> | <ul style="list-style-type: none"> -Teachers to plan opportunities for Mathematics to be used across the curriculum. -Teachers to plan opportunities for maths to be an integral part of other curriculum areas through REAL projects. -Phase project plans to be checked by maths Lead to ensure coverage and opportunities for maths across the curriculum. | <ul style="list-style-type: none"> - Children to identify the links in their maths learning and real life application of these. | <p>Termly</p> | |

6. To further embed and improve forward marking in all year groups.

-Staff and phase meetings following book scrutinies to share outstanding practice in terms of maths marking across the school.

-Marking is focused on celebrating success of maths skills used, rather than task and furthering learning on individual basis.(verbal or written)
-Children are clear about areas to develop with example given when necessary.
-Children are challenged to extend their learning or respond to a misconception.
-Children continue to be given adequate time to respond to these. Monitoring of books will focus on marking and book monitoring feedback provided to staff, HT and file. Any areas for improvement to be highlighted and actioned.

-Termly book scrutinies
-Pupil conferencing

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| <p>7. Learning walks in each year group to monitor standard and progression across the school in key skills/subject knowledge and implementation of understanding. Expectation is that all lessons will be at least good with a view to achieve outstanding.</p> | <p>- Rigorous external visits to monitor maths learning</p> | <p>-Key Skills,progression and continuity of subject through the school is good with all children having a rich experience of learning in the subject. -Lessons are progressive and have challenge, catering for all abilities. -Children are actively involved in their learning. -Lesson observation feedback will inform and develop individual practice of colleagues, but collectively will share strengths in order to develop further. -Lesson observations continue with all lesson being good and outstanding. -Children are provided with opportunities to learn by themselves and explain their learning and reasoning so lessons are less teacher led. -Opportunities for all staff to observe maths teaching in different year groups to learn from others expertise.</p> | <p>-Ongoing -Termly -Ongoing -Spring term 2019</p> | <p>-Learning Journals -Maths learning Groups</p> |
| <p>8. Monitor work books to identify where challenge has been offered and that marking is impacting progress.</p> | <p>-The expectation in each class is high and children are progressing and achieving at least expected standard. Challenge evident in children's books. -Check for evidence of the use of self and peer assessment strategies being employed in order to asses children's progress. -Progressive target cards are evident in the back of each group and are marked and dated regularly. -Look for evidence of visual images and bar modelling to support conceptual understanding and an independent approach to problem solving.</p> | | <p>-Ongoing</p> | <p>-Numeracy non-negotiables evident in each room regarding presentation. -Ragging -Yearly target cards -Manipulatives and Maths Resource Packs.</p> |

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| <p>9. Pupil interviews/ conferencing across the key stages to assess children's understanding of their learning, level of enjoyment and their engagement in Maths.</p> | <ul style="list-style-type: none"> -Phase leaders and Maths Lead monitor Learning journals. -Regular feedback and training for staff in this process. | <ul style="list-style-type: none"> -Children are given a voice to express their opinions, what they particularly enjoy, what they would like to do more of, improvements that could be made. Question children regarding structure, 15 in 10, Mathletics and 99 Club to improve mental maths strategies. -Ask children if we could do more and if so what they would recommend. -Growth Mindset in maths to be developed and all children to be able to persevere and become more resilient in all maths learning. -Children's concerns dealt with and given a voice. | <ul style="list-style-type: none"> -Weekly in class with CT. -Maths Lead half termly. -Half termly testing and use of Testbase questions weekly. | <p>Learning journals</p> |
| <p>10. Participate in inter-school maths challenges and problem solving days -Mathletics Clubs</p> | <ul style="list-style-type: none"> -Problem solving days at Humphry Davy School. Children to increase their understanding of maths in the real world through REAL projects and local mathematical visits. -Higher attaining mathematicians will be invited to attend a maths investigation day. | <ul style="list-style-type: none"> -Visits and experiences to represent good value for money and with an impact on children's learning and enjoyment in mathematics. -Children to partake in fun problem solving challenges. -Open mornings for parents to take part in maths problems. Parents become more aware of how simple games can support their children's mathematical development. | <ul style="list-style-type: none"> -Inter-school challenge days. -Each term as part of project launch or parents consultations | <p>-Parent guides</p> |
| <p>11. To reduce the difference in attainment and progress between disadvantaged pupils and their peers. (%)</p> | <p>Refer to Pupil Premium Strategy.</p> | <ul style="list-style-type: none"> -To reduce the difference between disadvantage and their peers. | <p>Half termly data capture and phase actions.</p> | <p>SEND/PP</p> |

12. Targeted intervention for 0.4(term off track)children and same day intervention to address misconceptions.

- Re- active intervention where required.
- Graduated approach for our SEND system.
- Monitor progress and attainment of targeted group.
- TA Training- Peer to peer support groups training.
- SEN training from EP support, Olevi, Mastery and SKE for Yr3/4 specific intervention.

-To accelerate attainment and progress in targeted groups who are a term off track.

Half termly data capture and phase actions.

EP
SEND/PP
SKE training
through
Maths Lead