

LET YOUR LIGHT SHINE

Maths Subject Action Plan
2022-2023

School KEY PRIORITIES	PRIORITY
CHRISTIAN DISTINCTIVENESS	Embedding and living out our Christian vision and value. Ensuring that they are understood by all stakeholders so that they are consistent and fully established across the curriculum and in the wider life of the school.
PRIORITY 1	Embed the bespoke Malvern Wells curriculum which is broad, balanced, deep and inter-connected so that it is fully compliant to the National Curriculum, but Malvern centric, globally expansive.
PRIORITY 2	Substantiate our Maths curriculum so that it provides breadth, depth and challenge with fluency supporting reasoning and confidence in mathematical concepts.
PRIORITY 3	Teaching and learning is of a consistently high quality throughout the school so that all of our pupils achieve well and are inspired learners with a continued focus on improving writing standards so that children can confidently and fluently express their knowledge.
Priority 4	Embed a writing culture throughout our curriculum which focuses on fluency in key writerly skills with a focus on spelling.

English Priorities	PRIORITY
PRIORITY 1	Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum which is increasingly demanding and broadens and deepens pupils' mathematical knowledge.
PRIORITY 2	To embed a culture of Maths mastery and for staff to confidently plan and deliver lessons of this nature.
PRIORITY 3	Maths attainment and progress improves in all years and this is evident in published outcome at both year 2 and year 6
Priority 4	Pupils to attain and use mathematical vocabulary to reason and problem solve effectively.

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Priority 1

Ensuring that appropriate plans are in place to deliver a rich and challenging curriculum which is increasingly demanding and broadens and deepens pupils' mathematical knowledge.

Success Criteria	Actions	Res p _a	Monitoring	Resources	Impact/Ev- aluation
The curriculum plan should identify the powerful core knowledge that pupils will need to carry with them as they progress through the next year, phase, and stage of their mathematics education. If this is achieved pupils will have a greater	<ul style="list-style-type: none"> Review the use of White Rose Maths to ensure that teachers are adapting the programme to meet the needs of specific children at Malvern Wells. Review other resources teachers use to supplement the White Rose Scheme of Work. CPD for staff on expectations of planning and feedback 	TB	Long term plans adapted Planning analysis Book scrutiny Continue to monitor throughout year Learning Walks	<ul style="list-style-type: none"> Various resources used Twinkl Mastery Deepening Understanding Grammarsaurus NCETM NRICH Problem Solving Maths4Everyone TES Maths Bot 	•
Seeing as mathematics is hierarchical, a systematic approach to planning is ideal. A great curriculum engineers' success by including granular detail, sequencing, and the "bigger picture" of curriculum content.	<ul style="list-style-type: none"> Planning workshop - are teachers considering declarative, procedural and conditional knowledge when planning lessons. Staff workshop on Cognitive Load Theory and transmitting knowledge in to our Long-Term Memory (LTM) Staff CPD on activities which help information stick in our LTM Ensuring the curriculum is a progressive model CPD for staff on expectations of planning and feedback 	TB	Long term plans adapted Planning analysis Book scrutiny Continue to monitor throughout year Learning Walks	<ul style="list-style-type: none"> Pedagogical research on CLT and LTM (Sewell, Lemov, Sherrington, Kirschner) Sticky learning - Mary Myatt 	•
Embedding a culture of mathematical fluency before reasoning and problem solving will mean pupils access the correct level of questioning after acquiring the correct knowledge.	<ul style="list-style-type: none"> CPD for staff after assessing subject specific knowledge and competency with Maths mastery approach. CPD opportunities about Ofsted expectations with regards to fluency, reasoning and problem solving within a lesson. CPD for staff on expectations of planning and feedback 	TB	Long term plans adapted Medium term plan analysis Planning analysis Book scrutiny	<ul style="list-style-type: none"> Various resources used Twinkl Mastery Deepening Understanding Grammarsaurus NCETM 	•

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Continue to monitor throughout year
Learning Walks

- ACE Problem Solving
- Mathematics Engage
- TES
- Maths Bot

Priority 2

To embed a culture of Maths mastery and for staff to confidently plan and deliver lessons of this nature.

Success Criteria	Actions	Resp.	Monitoring	Resources	Impact/Evaluation
The mastery approach underpins all our lessons and its ideologies can be found across school and in its mathematical ethos.	Use national research to consider how best the mastery approach across school. Discuss possible Mastery schemes for EYFS and KSI - mastering number.	TB	Mastery approach research materials re-shared with staff Resources and websites shared with staff Mastering number rolled out to EYFS and KSI if agreed.	Research materials NCETM Research provided through working Maths Hub	

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<p>Books show evidence of mastery across all topics.</p>	<p>Monitoring of planning Shared planning Relevant CPD for staff - to be highlighted through staff questionnaires and subject knowledge audits. TA training to be fully effective in their roles during lessons. All classes to have sentence stems displayed to help children when reasoning and problem solving. To ascertain if teachers need more concrete in classroom to foster a mastery environment.</p>	TB	<p>LTP and MTP</p> <p>Sentence stems displayed</p> <p>Book scrutiny</p> <p>Staff questionnaires</p>	<p>NCETM Maths Mastery resources</p> <p>Manipulatives in line with what is being taught.</p>	
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KEY PRIORITY 3

Maths attainment and progress improves in all years and this is evident in published outcome at both year 2 and year 6

Success Criteria	Actions	Respo.	Monitoring	Resources	Impact/ Evaluation
Improved attainment means improved knowledge. Our curriculum can continue its systematic approach and help children with their declarative, procedural and conditional knowledge	<p>Staff CPD after identifying areas for development in subject specific knowledge.</p> <p>Termly assessments (PUMA) to assess progress towards target.</p> <p>Pupil progress meetings to highlight ay accelerated learners and learners who may require additional help.</p> <p>IPM's in place for learners with additional needs.</p>	TB	<p>Book scrutiny</p> <p>Learning Walks</p> <p>Pupil Progress Reports</p>	<p>PUMA Assessments</p> <p>Pupil progress reports</p> <p>IPM reports</p> <p>National scaled scores</p>	
Achieve success against national targets at KS1 and KS2 assessments	<p>Staff CPD after identifying areas for development in subject specific knowledge.</p> <p>Termly assessments (PUMA) to assess progress towards target.</p> <p>Pupil progress meetings to highlight ay accelerated learners and learners who may require additional help.</p> <p>IPM's in place for learners with additional needs.</p>	TB	<p>Book scrutiny</p> <p>Learning Walks</p> <p>Pupil Progress Reports</p>	<p>PUMA Assessments</p> <p>Pupil progress reports</p> <p>IPM reports</p> <p>National scaled scores</p>	

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Priority 4

Pupils to attain and use mathematical vocabulary to reason and problem solve effectively

Success Criteria	Actions	Resp.	Monitoring	Resources	Impact/ Evaluation
Pupils who use maths specific vocabulary will be able to articulate their thoughts and mathematical processes to a higher level and with greater detail	Staff CPD for relevant mathematical vocabulary expected in each year group. Resources to support teachers made easily available by Maths lead. Maths working walls display key vocabulary	TB	Learning Walks Pupil voice Book scrutiny	Sentence stems displayed NRICH and NCETM materials Support materials from local maths hub	
Teachers modelling rich and sophisticated maths vocabulary will help children understand how and when to use.	Staff CPD for relevant mathematical vocabulary expected in each year group. Resources to support teachers made easily available by Maths lead. Maths working walls display key vocabulary	TB	Learning Walks Pupil voice Book scrutiny	Sentence stems displayed NRICH and NCETM materials Support materials from local maths hub	