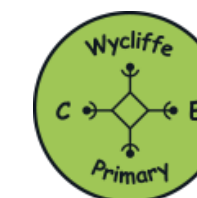


## Key Issue: A3

To improve attainment and progress in maths across school through improved teaching, improved recall of number facts and more effective use of assessment.

## Context / Position Statement:

The mathematics curriculum is well-sequenced using the White Rose Maths Scheme. Teachers break down complex concepts into small building blocks for learning. The curriculum is adapted to challenge varying groups of pupils including those who have SEND through a newly introduced approach. There are explicit opportunities for revisiting knowledge and strengthening vocabulary. Areas for development are basic key skills and problem solving. Children's key skills are generally below age-related expectations across school.



## PROBLEM - WHY?

### 1. Leaders

Leaders' expectations need to be defined sharply in terms of what pupils should know at various times throughout the year.

### 2. Teaching - adaptations and use of assessment

Teachers need to be able to plan progressive lesson which develop concepts and help children achieve age expected levels.

### 3. Problem solving:

Teachers need to teach strategies for children to solve problems using a range of different strategies.

### 4. Pupils

Fluent recall of number facts is weak. MTP results for 22 and 23 have been below the average for the trust.

### 5. Outcomes

Key Stage 2 outcomes remain slightly below National Averages. Progress over the course of KS2 is well below NA. Progress for PP children over the course of KS2 remains lower than their non-disadvantage peers.

## INTERVENTION

EVIDENCED INFORMED PROCESS  
DESCRIPTION - WHAT?

### Active Ingredient 1:

Maths Leader to further develop and share clear policy and procedures for Maths at Wycliffe CE Primary School.

### Active Ingredient 2:

Upskill teachers' ability to plan progressive sequences of lessons, using a range of assessments formative and summative to inform and adapt their teaching

### Active Ingredient 3:

Use a progressive scheme of teaching problem solving STOPS to ensure children have a range of strategies to apply to problems.

### Active Ingredient 4:

Embed a LBH system to ensure children achieve ARE Math skills.

Use targeted precision teaching to improve Year 4 MTC scores

### Active Ingredient 5:

Use of assessment data to identify priority groups in each cohort to implement adaptations / interventions where needed.

## IMPLEMENTATION ACTIVITIES - HOW?

### Active ingredient 1

Ensure all staff understand and use Long Term Plan and Medium Term Plans and monitor through QAC

Articulate LBH system and monitor through termly assessments. Extra support for ECTS, teachers paired to support each other through planning Ensure all staff understand assessment processes.

### Active ingredient 2

CPD on adaptive teaching, formative assessment and effective questioning. Teachers to observe good practice. Feedback from regular monitoring Peer monitoring and coaching. Provide teachers with clear guidance on planning, activities and assessment. Provide teachers with NCETM Maths Teaching Spines to support planning. Extra support given to ECTS

### Active ingredient 3

Teachers follow progressive plan for teaching of problem solving strategies. As well as in lesson, explicit teaching of strategies is completed within a unit of work.

### Active ingredient 4

Learn by hearts to be relaunched in September 2023. Subscription for Times Tables Rockstars Parental Workshops. Extra practice built in to support Year 4s with the times table check electronic system. PP Children will be supported to acquire LBH facts – class led interventions. TTRS will be reemphasised during Autumn term, with weekly challenges and rewards for engagement.

### Active Ingredient 5

Pupil progress meetings – including tracking from last statutory assessment point. Pupil progress meetings to specify interventions required. QLA of assessments Y6 to inform priorities. QA teacher input of assessments ensuring accuracy. Focus on PP children as part of Pupil Progress meetings. Use of NFER test.

## IMPLEMENTATION OUTCOMES – (who, when, how)

### Short term

#### Initial Fidelity

INSET Sep 203 Leader shared procedures, policies and expectations.

Teachers are aware of non-negotiables, planning documents and progressive skill plans. Staff will follow LBH procedures, leader will check on these throughout Aut 1 to ensure fidelity and understanding of system. Aut 1 – Y4 assess MTC skills every three weeks and identify children for precision teaching. TTRS data will show increased engagement. QA Monitoring for problem solving lesson in line with progressive plans.

#### Initial Reach

QA calendar will evidence CPD and monitoring timetable. Support between peers will support planning.

#### Initial Acceptability

All staff will understand the importance of key skills, problem solving and adaptive teaching to progress in Maths.

### Medium term

#### Ongoing Fidelity

Procedures for planning and assessment continue to be emphasised throughout the year and monitored.

Pupil progress meetings after data drops CH - Teachers are clear on the children's next steps following assessments. LBH Termly assessment to measure progress against ARE of Maths skills. TTRS diagnostic tools used to inform staff of gaps in times tables.

Ongoing assessment of Y4 MTC will show progress against previous years.

Through monitoring, children will demonstrate a range of problem solving strategies, work scrutiny and pupil voice.

### Long term

#### Fidelity

June/July 2024- SATS results- Key Stage 1/2 data will be above national and show an improving trend.

June 2024- Year 4 multiplication check scores will have increased and in line with Trust data for Summer 2024.

LBH system embedded.

#### Acceptability

Children will demonstrate wider confidence in completing Maths activities through improved key skills and strategies.

## FINAL OUTCOMES

### Short term – by end of Autumn 1

Staff are clear on expectations for planning, assessment and LBH / MTC.

Children show improvements thoroughly weekly practice of LBH. Children will know what they are working on. NFER / SATS will give more reliable scaled scores to track progress across the year. Teachers will plan more accurately to cohort needs.

### Medium term – 4 – 9 months

Teachers are more confident in the teaching of Maths, especially problem solving and calculating Children have faster recall speed for key facts and can use these to help them in their learning. 80% of children in each cohort will achieve age expected key skills by Summer 2024.

Evidence will show that children have made progress towards their FFT 50 targets from the Autumn Baseline – 9 points progress plus bespoke to individuals. Teachers will be able to articulate their Maths data at pupil progress reviews/ performance and have taken steps to ensure that progress measures are consistently improving to where they should be.

Children know how well they have done and how to move forward in their work resulting in Years 1, 3, 4 and 5 meeting FFT50 estimates for ARE and GDS.

### Long term – 12 months

Pupils are able to work independently, self scaffold and self-regulate learning

Children are fluent in recalling age related number facts and this frees working memory so that new learning is more effective. As a result, each child will meet or exceed their FFT50 estimate for the year.

MTC score will

Maths lead is confident in evaluating and developing maths provision across school including early years and as a result quality of teaching and pupil outcomes are good.

The gap between the progress of PP children and their non-disadvantaged peers in each class will close in 23-24 KS2 Y6 Results. The gap between PP / Non-PP was -2.7 this will reduce by a minimum of 1.2 to bring it in line or above Trust Averages.

KS1 Results will be better than above FFT50 estimates of 76% ARE and 21% GDS.

Summer 2024. Children at risk of slow progress in Year 3, 4 and 5 will have been identified to be shared with their new teacher