

Grange Lane Infant Academy	Academic Year 2022-23	Revision Version Term 1.1
Mathematics Academy Development Plan	ADP 4: To improve the consistency of teaching mathematics to maintain/ increase the % of pupils both reaching the expected standard and exceeding expectations for mathematics both at the end of EYFS and Y2 with a continued emphasis on boys and disadvantaged pupils	
Louise Chappell Janice Murrell Ashley Gillies Katie Delaney	<p>KEY PRIORITIES:</p> <p>A) Leaders to monitor the delivery of mathematics sessions, to ensure quality, progress and improvements in outcome</p> <p>B) Teachers to assess pupil's half termly to ensure progress and challenge in maths and put in support as necessary</p> <p>C) To place a heightened focus on mental arithmetic and automatic recall of number facts to improve fluency.</p> <p>D) To place a heightened focus on problem solving to support pupils' application of knowledge</p> <p>E) To raise expectations in terms of pupils' ability to explain their thinking at an age appropriate level using mathematical language</p> <p>F))To improve parental engagement in their children's mathematical development</p> <p>G) To place heightened focus on maths key vocab in Early Years</p> <p>H) To update maths plans and teaching to reflect the adapted WRM plans KS1</p>	<p>SUCCESS CRITERIA:</p> <p>A) Mathematics sessions to be judged at least good, for those staff who are not yet judged good, informal support is evidenced</p> <p>B) The majority of pupils are making accelerated progress and working at ARE (evidence book scrutiny/ RAG/Assessment Folder) and 1:1/group support is in place for children causing concern</p> <p>C) Improvements in mental arithmetic seen evidenced by flashback 4 books, lesson observations EYFS/SATs in school systems, pupil voice, staff views. Key maths skills to be shared half termly with home.</p> <p>D) Test data shows an improvement in problem solving skills(EYFS/ SATs/ in school systems). Evident in book scrutiny, pupil voice, staff views.</p> <p>E) Pupils will be able to explain their mathematical understanding verbally using mathematical language evidenced though pupil voice, lesson observations.</p> <p>F) Evidence from homework, attendance at events, remote learning and parents' meetings evidence improvements, engagement form home in maths events.</p> <p>G) Key maths vocab to be displayed in classrooms. Staff interactions to show utilising use of key vocab. Pupil voice to demonstrate use of key vocabulary.</p> <p>H) Staff to follow newly updated WRM planning</p>

3 YEAR TREND	EYFS	2016	2017	2018	2019	2019 National	2020	2021
	GLD (all)	69%	63%	74%	74%	72		
	GLD (DV)	61%	53%	70%	67%	56		
	GLD (other)	73%	77%	77%	79%	74		
	KS1	2016	2017	2018	2019	2019 National		
	Reading EXS+ (all)	54%	71%	75%	74%	75		
	Reading EXS+ (DV)	47%	68%	75%	58%	62		
	Writing EXS+ (all)	54%	71%	73%	74%	70		
	Writing EXS+ (DV)	44%	68%	75%	58%	55		
	Maths EXS+ (all)	58%	80%	76%	76%	76		
	Maths EXS+ (DV)	44%	76%	80%	63%	63		
	Reading GD (all)	16%	37%	39%	40%	26		
	Reading GD (DV)	16%	32%	40%	37%	14		
	Writing GD (all)	6%	20%	24%	21%	16		
	Writing GD (DV)	6%	16%	25%	21%	8		
	Maths GD (all)	4%	31%	41%	33%	22		
	Maths GD (DV)	6%	24%	35%	31.5%	12		

ACTIONS	IMPACT
<p>A) One lesson observation per term by maths leaders/ SLT</p> <p>B) RAG meetings every half term to discuss data with SLT Maths leads termly analysis data Maths leads/ SLT book scrutiny.</p> <p>C) Key number facts displayed in classroom Flash back 4 books Dedicated key number fact time</p> <p>D) EYFS to use WRM and Master the Curriculum, Number blocks and Abacus. KS1 to use WRM, Enrich and Abacus. Maths leaders to take pupils voice once a term.</p> <p>E) School to use WRM. Math leaders to support all staff in developing mathematical language to enable pupils to explain their knowledge. Through training/ modelling as required.</p> <p>F) Maths workshops, maths events, remote learning (, ABACUS, learning with parents, SWAYS). 14th March 2023 International Day of Mathematics'. 3rd</p>	

<p>FEB 2023 NSPCC National Numeracy Day. EYFS Outdoor maths stay and play Summer/ Autumn</p> <p>G)Lesson observations, staff interactions, pupil voice. Floor books, tapestry. EYFS Assessment Folder.</p> <p>H) Plans updated termly inline with WRM</p>	
CPD	
<p>1)Delta mathematics network- Principal and Math lead</p> <p>2) Leaders to team teach (or identify and arrange most suitable practitioner) for any staff identified as needing support / further development</p> <p>3) EYFS staff to moderate internally</p>	
QA / Monitoring & Evaluation	
<p>1) Work scrutiny , drop ins, learning walks, lesson observations , pupil voice, parental feedback (after parental sessions)</p> <p>2) Leaders to hold teachers to account during half termly RAG meetings/progress meetings</p> <p>3) Summer Term evaluate EYFS Maths termly, any changes need putting in place to LTP</p>	
RESOURCES	
<p>1) ADP 4 - Finance Manager / Principal / teachers Non -contact cover implications and fuel reimbursement, including re charge at journals</p> <p>2) Abacus/ Learning with Parents</p>	
<p>Evaluation of impact and success:</p>	
<p>AAB Reviews Completed Autumn Term Spring Term Summer Term</p>	