

Priority: Mathematics	Curriculum leaders:	T. Dalton & K. Simmons
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Maintenance targets:

- To keep abreast of national changes in education:
 - mathematics curriculum leaders to attend 'Maths Curriculum leader Cluster' (webinar)
- To further secure outstanding leadership and management through supporting those for governance to securely and consistently understand their role and carry it out effectively:
 - curriculum leaders to ensure the school governing body is well informed of the mathematics curriculum, its impact and pupil progress.
- To assess the condition of resources and update any manipulatives needed for pupil to access the mathematics scheme effectively: audit amount and condition of resources across the school, taking into consideration resources used by White Rose Mathematics. Order new if needed.

Development targets:

Priority 1: Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with a particular focus on mathematics, Early Years and foundation subjects.

- To implement a new maths scheme – White Rose Mathematics – across Reception and Key Stage 1.
 - Gain feedback from key stage 1 teachers on how the curriculum is supporting progression.
- To embed daily maths fluency across the school.
- To follow a whole school approach to number patter to ensure consistent number formation.
- To put in place small intervention groups to support the lowest 20% of children.
- Track target pupils such as PPG, SEN, EAL and pupils predicted end of Year 2 levels that are below EXS.
- Monitor bespoke provision provided for SEND pupils.
- To gain feedback from pupils through pupil voice activities
- To ensure that pupils are responding to marking and completing next step tasks to progress and extend their learning.
 - Look at how marking and next steps are enabling pupils to progress and fill learning gaps. Find examples of codes, next steps and positive comments in books.
- To plan and implement a mathematics week.
 - Plan a whole school mathematics week. Give staff the opportunity to use ideas and techniques throughout the week and then take feedback on what was successful and what was not. Feedback from Maths Week to be collected and added to the subject leader file and photograph file.

Priority 2: Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum.

- Book scrutiny to review daily assessment of learning and strategies used to ensure learning gaps are being addressed for individual pupils as needed.
- Ensure that next steps cater specifically to each pupil's learning.
- Staff use the end of unit assessments and end of term assessments provided by White Rose Mathematics to build a strong evidence base for assessment.
- Assessment to be in line with national curriculum content, level guidelines and TAF documents.
- To complete moderation sessions
- To take advantage of any opportunities for triad moderation sessions.
- To use 'Arbor' to track groups.
- Track target pupils such as PPG, SEN, EAL and pupils predicted end of Year 2 levels that are below EXS.

Development Targets:

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
<p>Priority 1: Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as possible across all areas of the curriculum, with a particular focus on mathematics, Early Years and foundation subjects.</p>	<p>To implement a new mathematics scheme – White Rose Maths – across Reception and Key Stage 1.</p> <p>Gain feedback from key stage 1 teachers on how the curriculum is supporting progression.</p>	<p>July 2023 - White Rose Maths Scheme, workbooks and assessments purchased</p> <p>October 2023 - Staff training for all classroom staff in how to implement White Rose Mathematics (INSET)</p> <p>Ongoing - White Rose Scheme in use from Reception to Year 2.</p>	<p>Whole classroom staff INSET</p> <p>Purchase of White Rose Scheme and resources</p> <p>Teacher planning time</p> <p>EYFS maths meeting (Autumn)</p> <p>Staff meeting to discuss impact of new scheme on pupil progress (one per term)</p>	<p>Mathematics curriculum leaders.</p> <p>Year group leaders</p> <p>Class teachers</p>	<p>Pupils are making good progress, learning in small steps, with all pupils' needs met (higher challenge as well as securing basic skills)</p>
	<p>To embed daily maths fluency across the school.</p>	<p>July 2023 - White Rose Fluency Bee purchased</p> <p>October 2023 – staff training on Fluency Bee</p> <p>Autumn term ongoing</p>	<p>Purchase of Fluency Bee</p> <p>Subscription to Numbots</p>	<p>Mathematics curriculum leaders.</p> <p>Year group leaders</p> <p>Class teachers</p>	<p>Mathematics fluency is improved, and pupils gain confidence in mathematics.</p>

	To follow a whole school approach to number patter to ensure consistent number formation.	Ongoing		Mathematics curriculum leaders Year group leaders	Children can recall number patter. Children have been taught a consistent patter.
	To put in place small intervention groups to support the lowest 20% of children. Track target pupils such as PPG, SEN, EAL and pupils predicted end of Year 2 levels that are below EXS.	October 2023 - Dan intervention training and resources purchased October ongoing - Dan interventions running for Year 2.	School led tutor	School led tutoring Champion Class teachers Assessment lead Curriculum leaders	Interventions and 1:1 support will be put in place to target those who need it to ensure that they will make expected progress.
	Monitor bespoke provision provided for SEND pupils.	Spring term – review Summer term – review	Staff time to review progress of pupils in specialist provision class	Mathematics curriculum leaders, Orca class teachers, teaching and learning support assistants	SEND and disadvantaged children make progress in their learning.
	To gain feedback from pupils through pupil voice activities	Spring term and summer term – collect pupil voice	Curriculum leaders to have time to carry out pupil voice	Curriculum leaders	Pupils articulate responses to the following questions: Are lessons practical and interesting? What do pupils find straightforward or tricky? How do pupils use the resources? Do they support their learning? Do pupils understand the next steps and are they able to complete them independently? Can the pupils say how they have progressed?

	<p>To ensure that pupils are responding to marking and completing next step tasks to progress and extend their learning. Look at how marking and next steps are enabling pupils to progress and fill learning gaps. Find examples of codes, next steps and positive comments in books.</p>	Spring term 2024 – book scrutiny	Staff meeting time	<p>Mathematics curriculum leaders</p> <p>SLT</p>	<p>Teachers to give pupils a next step comment once a week which allows them to deepen a skill they have mastered.</p> <p>Children understand how to respond to the step and how it supports progression of their learning.</p> <p>Marking to be positive to provide pupils with encouragement.</p> <p>Codes used so it is clear when support has been given and how.</p>
	<p>To plan and implement a mathematics week. Plan a whole school mathematics week. Give staff the opportunity to use ideas and techniques throughout the week and then take feedback on what was successful and what was not. Feedback from Maths Week to be collected and added to the subject leader file and photograph file.</p>	Spring/Early Summer 2024	Workshop provider	Mathematics curriculum leaders	<p>Pupils and staff are enthused about mathematics.</p> <p>Pupils can show and enjoy the progression they have made.</p>

Mid-year review

In October, teachers from Reception, Year 1 and Year 2 attended the White Rose Maths curriculum training delivered by Jane Brown, the Head of Primary Maths for White Rose Education. The training was a bespoke course for our infant school, tailored to support the development of the Early Years and KS1 mathematics curriculum. The training took place over a day and teachers focused on implementing the mathematics schemes of learning for each year group and how the scheme showed progression and fluency. Teachers were pleased to use the opportunity to see how to access a wealth of resources on the website including resources for mastery and fluency. The training was particularly insightful when looking at common misconceptions in mathematics and the role of White Rose scheme in embedding key vocabulary.

Teachers attended a Fluency Bee session with Jane Brown to support embedding daily maths fluency sessions across the school. This session looked at how children become fluent in mathematics, gave modelled examples of fluency for each year group, and a detailed guide on using the newly purchased Fluency Bee subscription.

In the autumn term, curriculum leaders met with the EY leader to develop the Reception mathematics curriculum using the White Rose Maths scheme. They created a medium-term autumn plan to implement the schemes of work and selected from a wide range of activities to cover the EYFS framework. The leaders looked at timetabling in Reception to ensure time was allocated for daily fluency sessions.

In October, we purchased a new DANS training kit and a further resource called the 'Toolkit of Ideas and Activities for Numeracy Difficulties and Dyscalculia'. The curriculum leader then delivered DANS training to the school-led tutoring champion and intervention teaching assistants. This training covered assessing mathematics

difficulties, understanding difficulties in numeracy, and implementing the DANS intervention. DANS is being used across KS1 to support children from the lowest 20% and progress from the intervention will be monitored each half term by the curriculum leader.

End of year review

In March, the School Effectiveness Adviser conducted a deep dive into mathematics. She visited mathematics lessons in Nursery, Reception and Year 2 and interviewed pupils from Year 1. The School Effectiveness Advisor reported ‘The learning environment at The Giles Nursery and Infants’ School is exceptional and this includes supporting mathematical understanding in shared areas, inside and outside of classrooms.’ During the spring term, leaders conducted lesson observations across the school.

Maths fluency has been implemented across the school and pupils are enjoying the opportunity to rehearse key skills in all year groups. Reception classes have embedded maths fluency into their daily routines and pupils start each morning with fluency activities. Year 1 and Year 2 carefully track areas for development and morning work is given each day to secure mathematics understanding in these areas.

Targeted pupils in Year 1 and Year 2 have greatly benefited from the DANS intervention and class teachers have reported increased mathematics ability and confidence in their mathematics learning. This will continue to be used across the year groups; with children being identified and assessed in the Autumn term.

In June, an EY Commissioned School Visit took place and it was reported that ‘children explored a range of resources to demonstrate their knowledge of skills such as counting, subitising, categorising and measurement. Where practice was found to be strong, a practitioner interacted with a group of children to recall number facts linked to prior learning.’

<p>Priority 2: Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum.</p>	<p>Book scrutiny to review daily assessment of learning and strategies used to ensure learning gaps are being addressed for individual pupils as needed.</p> <p>Ensure that next steps cater specifically to each pupil’s learning.</p>	<p>Spring term 2024 – book scrutiny</p>	<p>White Rose Workbooks Staff meeting for book scrutiny</p>	<p>Mathematics curriculum leaders</p> <p>Class teachers</p> <p>Teaching Assistants and Learning Support Assistants</p> <p>School-led Tutoring Champion</p>	<p>All classroom staff are monitoring and assessing children’s learning and providing timely feedback to children.</p>
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	<p>Staff use the end of unit assessments and end of term assessments provided by White Rose Mathematics to build a strong evidence base for assessment.</p> <p>Assessment to be in line with national curriculum content, level guidelines and TAF documents.</p>	<p>At the end of each learning block – assessment</p>	<p>White Rose Assessments</p> <p>INSET training for all classroom staff</p> <p>Staff time to set and review individual learning targets.</p> <p>School led tutoring champion</p>	<p>Mathematics curriculum leaders</p> <p>Class teachers</p> <p>School-led Tutoring Champion</p>	<p>Assessments show good progress by all pupils.</p> <p>Teachers use the assessments to develop interventions to meet learning gaps.</p> <p>Teachers use the assessments to set learning targets for pupils.</p> <p>Staff confident to use the new maths scheme and in its suitability to meet the National Curriculum requirements.</p>
	<p>To complete moderation sessions</p> <p>To take advantage of any opportunities for triad moderation sessions.</p>	<p>Spring 2024</p> <p>External moderation opportunities as they arise.</p>	<p>Staff meeting in spring 2024</p> <p>Curriculum leaders to have time to attend external moderations.</p>	<p>Teachers</p> <p>Curriculum leaders</p> <p>SLT</p>	<p>Moderation staff meetings for the whole school.</p>
	<p>To use 'Arbor' to track groups.</p> <p>Track target pupils such as PPG, SEN, EAL and pupils predicted end of Year 2 levels that are below EXS.</p>	<p>Data collected on Arbor – December, March, June.</p> <p>Assessment data to be analysed in Spring and</p>	<p>Staff time for data collection on Arbor</p> <p>Curriculum Leaders to have time to extract and analyse data.</p> <p>Assessment</p>	<p>Mathematics curriculum leaders</p> <p>Assessment lead</p> <p>Class teachers</p>	<p>Focus on PP, EAL, SEN whole school progress and attainment at end of year.</p> <p>Progress and attainment to be in line with the national average.</p>

		Summer 2024	lead to assist with extracting data.		
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Mid-year review

At the start of the year, the curriculum leaders met with teaching staff to scrutinise mathematics books. The scrutiny showed books were marked in-line with our school marking policy and had clearly annotated learning objectives. In all year groups, a focus on monitoring keep up work was evident and examples were seen of whole class work being revisited. Curriculum leaders also found teachers were monitoring and assessing children’s learning and providing timely feedback to children.

At the end of the autumn term, the curriculum leaders supported class teachers to implement the White Rose Maths assessment tools. These are now being completed by class teachers as they progress through a scheme of learning to track progress of all pupils and monitor targeted pupils closely.

Teachers updated Arbor in the autumn half term with mathematics assessment data. Pupil progress meetings ensured detailed scrutiny for all children and tracked target pupils such as PPG, EAL and pupils below EXS.

End of year review

Class teachers have successfully implemented the White Rose Maths assessment tools. These have been completed by class teachers as they progressed through the schemes of learning to track progress of all pupils and monitor targeted pupils closely. In the summer term, class teachers will use these assessments during transition meetings with the next year group teachers.

Teachers updated Arbor in the spring with mathematics assessment data. Pupil progress meetings ensured detailed scrutiny for all children and tracked target pupils such as PPG, EAL and pupils below EXS.

In June, an EY Commissioned School Visit took place and it was reported that ‘The school have introduced the ‘White Rose’ maths scheme, which is proving to be effective in targeting learning gaps.’

Maintenance Targets:

To keep abreast of national changes in education.	Mathematics curriculum leaders to attend ‘Maths Curriculum leader Cluster’ (webinar)			Mathematics curriculum leaders	Develop the mathematics curriculum leaders. Keep up to date on national changes in mathematics.
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					Cascade relevant information during staff meetings.
<p><u>Mid-year review</u> Curriculum leader attended the webinar and ensured all relevant information was cascaded during a staff meeting.</p>					
<p><u>End of year review</u> Curriculum leader attended the webinar and ensured all relevant information was cascaded during a staff meeting.</p>					
To further secure outstanding leadership and management through supporting those for governance to securely and consistently understand their role and carry it out effectively.	To ensure school governing body is well informed of the mathematics curriculum, its impact and pupil progress.	<p>Mathematics policy updated and approved (December 2023)</p> <p>Governors' meeting to share curriculum (November 2023)</p> <p>Mid-year review of action plan (March 2024)</p> <p>End of year review of action plan (July 2024)</p>	Curriculum leaders to have time to review policy and action planning 20 minutes of a governing body meeting to be dedicated to an update on mathematics in the school.	<p>Mathematics curriculum leaders</p> <p>SLT</p> <p>Governing Body</p>	<p>The new mathematics scheme (White Rose Mathematics) is fully understood by all levels of school leadership, enabling effective appraisal of its impact.</p> <p>School leaders are able to work with the Mathematics Curriculum Leaders to ensure high quality mathematics teaching and learning is taking place.</p>

Mid-year review

In the autumn term, the curriculum leaders delivered a 20-minute presentation to the school governors. The presentation informed the governors of how the White Rose Maths scheme is being implemented across the school, how the curriculum leaders are leading mathematics and the impact on pupil progress.

End of year review

In the spring term, the curriculum leaders met with the governor for mathematics. The curriculum leaders shared an update on how the White Rose Maths scheme has been embedded, the progress of maths fluency across the school and the assessment tools being used by class teachers to track pupils.

In March, curriculum leaders met with the School Effectiveness Advisor for a deep dive into mathematics across the school. The School Effectiveness Adviser and curriculum leaders visited maths lessons in Nursery, Reception and Year 2 and interviewed pupils from Year 1. Since the School Effectiveness Advisors visit, Hertfordshire Local Authority has rated the school 'outstanding' on her recommendation.

In the summer term, subject leaders attended a full governing body meeting. An update was given on the mathematics curriculum in the school and curriculum leaders shared the progress this year, details from the School Effectiveness Advisor and agreed next steps to develop mathematics across the school.

To assess the condition of resources and update any manipulatives needed for pupil to access the mathematics scheme effectively.	Audit amount and condition of resources across the school, taking into consideration resources used by White Rose Mathematics. Order new if needed.	Summer 2024	Staff time Budget for new resources as needed.	Mathematics curriculum leaders	Children to have access to manipulatives to support the curriculum.
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Mid-year review

In December, Year 1 purchased small solid 3d shapes to support the CPA approach for all pupils when learning about 3d shapes.

In September, Nursery ordered an interactive set of shape sorting boxes to support shape recognition and ensure pupils collect, sort and classify shapes.

End of year review

White Rose Maths workbooks have been ordered for KS1 classes.

Subject leaders are exploring the possibility of purchasing resources for effective whole class modelling. Resources such as, magnetic demonstration rekenrek and magnetic base ten resources.