

Maths Action Plan – Raising attainment in Maths

SEF: Focus: Teaching and learning in Maths Academic Year: 2015-2016						
Issue		Success Criteria			Longer Term Developments	
To raise the standard of teaching in Maths to at least good if not outstanding to ensure that the students attain the best possible outcomes according to their ability		Quality of teaching in Maths will develop to at least good. Students make at least 2/3 levels of progress in Maths each year.			To ensure that the quality of teaching in Maths continues to develop Expectations are high so that <b>all</b> students will be confident and develop numeracy skills for life.	
Targets		Every Child Matters Aspect				
95% of students will make at least 2/3 level of progress in Maths each year with teaching being judged at least good if not outstanding		Achievement and Enjoyment			Staying Safe	
		Contribution to the Community			Being Healthy	
		Economic Well being			Community Cohesion	
Activity	Tasks to be done	Responsibility/Timescale	Resources	Training	Outcomes/Success Criteria	Monitoring/Evaluation
1. Students to be set in ability groups for Maths which will allow for transition between the groups	Monitor student attendance in lessons Monitor completion of homework. Monitor targets Monitor progress Work scrutiny	Maths Department On going	Maths Department meetings	SS to lead	All students making good or outstanding progress by end of half term.  95% students making at least 2/3 level over each year.  Teaching & Learning in Maths to be judged as at least good if not outstanding consistently	Thereafter to be monitored each half term
2. Baseline assess for new students.  Lower ability yr7 students to use Primary Intervention Materials to obtain a wider picture of their ability.	All new KS4 students to sit GOAL test to obtain a baseline level.  All new KS3 students to sit appropriate KS2 test to obtain a baseline level.  Lower ability students in Year 7 to work 1-to-1 to assess ability	Maths Dept On going	GOAL tests Primary Maths Intervention Materials APP materials from Primary Strategy		Student progress can be monitored using APP  Progress of lower ability students can be monitored using primary APP.  Realistic personalised targets can be set	Frequent monitoring of students progress using APP sheets

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<p>3. Set age-related curricular targets for numeracy. Use Primary Curriculum to set realistic targets for lower attaining students</p>	<p>Targets to be set</p>	<p>Maths Department On going</p>	<p>Levels from previous KS</p>	<p>SS to plan targets with teachers.</p>	<p>Teachers modify their planning to reflect the student's maths targets.</p>	<p>SS to monitor that the targets are regularly updated</p>
<p>4. Regular Maths team meetings as a whole team covering the three areas, KS2, KS3 &amp; KS4 curriculums</p>	<p>Collaborative planning &amp; working</p>	<p>Maths Department</p>	<p>Sharing of expertise, strengths, weaknesses &amp; good practice</p>	<p>Herts strategy team &amp; SS</p>	<p>Maths teachers will feel supported</p>	<p>Regular dialogue with maths staff</p>
<p>5. Teachers review student progress</p> <p>Teachers share the progress that the students have made against the targets in the first half term and use their knowledge to make sure that their planning takes the learning forward</p>	<p>Assess student's progress</p> <p>Share progress with students</p> <p>Revise planning appropriately</p> <p>Interventions put in place</p>	<p>Review at half term &amp; end of term SS &amp; maths team</p>	<p>Appropriate level primary APP sheets</p>		<p>Students more involved in the assessment process. They will understand at what level they are working &amp; which skills they need to improve in order to take the next step in their learning</p>	<p>Teachers complete APP sheets. They identify success and areas for improvement. The teachers identify which students have not made the expected progress.</p>
<p>6. Primary curriculum to be introduced for low-ability KS3 &amp; KS4</p>	<p>Gradual introduction of Primary way of working, including Journaling, Problem solving, Fluency Feeders &amp; manipulatives</p>	<p>Maths Department On going</p>	<p>Journals Manipulatives Cluster meetings Snippets meetings Herts strategy team</p>	<p>Primary Curriculum courses  Cluster meetings Snippets meetings</p>	<p>Lower ability students will understand and have a greater fluency &amp; mastery of skills</p>	<p>Frequent monitoring of students progress using primary APP sheets</p>

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<b>Issue</b>		<b>Success Criteria</b>			<b>Longer Term Developments</b>	
Raising attainment in Maths across KS4		To ensure that the quality of teaching in Maths continues to develop, that expectations are high so that pupils make at least good progress in relation to their targets, and obtain the best possible range of qualifications in Maths.			<p>More students will achieve Grade C or higher at GCSE</p> <p>All students will be numerate, and able to cope with maths in everyday situations that they might encounter</p> <p>All students will leave with a qualification in Maths</p>	
<b>Targets</b>		<b>Every Child Matters Aspect</b>				
More able students to achieve A-C grades. 100% of students at end of KS4 to obtain a Maths qualification and 100% of pupils at end of KS4 obtain a Functional Skills qualification.		Achievement and Enjoyment			Staying Safe	
		Contribution to the Community			Being Healthy	
		Economic Well being			Community Cohesion	
<b>Activity</b>	<b>Tasks to be done</b>	<b>Responsibility/Timescale</b>	<b>Resources</b>	<b>Training</b>	<b>Outcomes/Success Criteria</b>	<b>Monitoring/Evaluation</b>
1. Y11 students to sit Edexcel GCSE maths or complete ELC	Determine which pupils to sit GCSE	Maths Department 2015-2016	ELC portfolio		50% students will attempt Maths GCSE 100% of students will have a maths qualification (GCSE or ELC, Functional skills)	Progress of GCSE groups to be closely monitored- Observations, work scrutiny, attendance
2. Y10 & Y11 students to sit Edexcel Functional Skills Maths exam	Yr 10 & Y11 students to attempt exam on demand at level 1, level 2 as appropriate	Maths Department	Exam on demand		All Yr 11 students in school will be entered for qualification at an level 1 or level 2	Progress of groups to be closely monitored- Observations, work scrutiny, attendance
3. Y10 & Y11 lower ability students to sit AQA Maths Functional Skills exam at EL 1, 2 or 3	All year 10 students & lower ability Y11 students to obtain a Maths Functional skills qualification at appropriate level	Academic year 2015-2016 Maths Department	Maths club	Functional skills training attended	All Yr 10 students in school will achieve a Maths Functional skills qualification at an appropriate level	Progress of groups to be closely monitored- Observations, work scrutiny, attendance Numeracy time to be used for Maths Functional skills

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4. Y10 & upper Y9 group to follow new GCSE syllabus OCR(9-1)	New scheme of work in place	Academic year 2015-2016 Maths Department	SoW Check-ins	Link with St.George’s school  Ragging of students for check-ins	More students will attempt Maths GCSE at initial and Foundation levels. 100% of students will have a maths qualification (GCSE or ELC, or Functional skills)	Progress of GCSE groups to be closely monitored- Observations, work scrutiny, attendance
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<b>Issue</b>		<b>Success Criteria</b>			<b>Longer Term Developments</b>	
Improving numeracy across the curriculum		To ensure that all staff maximise the opportunities to use numeracy in their subject			Numeracy will be embedded across all subjects & functional skills will be covered in all subjects	
<b>Targets</b>		<b>Every Child Matters Aspect</b>				
To make all staff aware of the calculations policy and the necessity for uniformity in methods of calculation		Achievement and Enjoyment			Staying Safe	
		Contribution to the Community			Being Healthy	
		Economic Well being			Community Cohesion	
<b>Activity</b>	<b>Tasks to be done</b>	<b>Responsibility/Timescale</b>	<b>Resources</b>	<b>Training</b>	<b>Outcomes/Success Criteria</b>	<b>Monitoring/Evaluation</b>
1. Whole staff training on numeracy through games	Training to be arranged for 2015-2016	Maths Department On going	Hertfordshire Primary Maths advisory team	Whole school	All staff will understand the importance of numeracy in their subjects	Maths Department
2. Embedding of the calculations policy across all subjects	To be revisited for 2015-2016	Maths Department On going	Hertfordshire Primary advisory team	Whole school	All staff will understand and use the calculations policy	Maths Department
3. The acquiring of numeracy skills through the Key stages, from KS1 to KS3	Training to be arranged for 2013-2014	Maths Department On going	Hertfordshire Primary Maths advisory team	Whole school	All staff will understand where the students are in their learning of maths	Maths Department

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4. Embedding of numeracy skills throughout whole school	Numeracy planning through games	Maths Department On going	Fluency feeders	Whole school	All staff will understand the importance of numeracy in their subjects	Maths Department
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