**Subject Leader Action Plan for: Maths** **2021 - 2022** **Subject Leader: Kate Holmes**

| | Planning | | Evidencing Impact | |
|---|---|---|---|---|
| Identified area of improvement | Success Criteria and milestones | Key action- how are we going to do it? | Monitoring mechanism | Evaluation of impact |
| Continue with the GLOW Maths Mastery Project and make further steps towards full embedding | Children will access the Maths Mastery curriculum through teaching as recommended by the GLOW Maths Mastery Project.<br><br>Children will be able to identify areas of Mastery in everyday Maths teaching | • Attendance at GLOW Maths Working Group meetings (third year)<br>• Disseminate information to all staff via staff meetings and maintaining Maths Mastery Folder on the Staff Drive<br>• Implement tasks after each meeting and ensure staff are actioning<br>• Attend Maths Network Meetings (three over year)<br>• Book Scrutiny with a focus on all pupils – *are we showing Do It, Twist It and Solve It tasks in the majority of lessons? Are we showing a variety of tasks not just worksheet based?*<br>• Complete pupil conferences with a range of pupils to ascertain pupils' responses to Maths Mastery implementation. *Do you know Do It, Twist It, Solve It? Do you have a Maths meet in your class?*<br>• Conversations with staff to find out about implementation<br>• Keep Governors updated with progress via Emma Limburn | Maths Lessons Observations<br><br>Book Scrutiny<br><br>Pupil Conferences<br><br>Discussions with teaching staff (and TAs)<br><br>STAR Maths data reports<br><br>Knowledge of intervention programs in each class – who? What? When?<br><br>Pupil Progress Meetings<br><br>Evidence via the Staff Drive from Maths Mastery folder<br><br>Written reports from discussions with Maths Governor (Emma Limburn) | |
| MID YEAR UPDATE | Pupil conferences completed October 2021. Positive feelings about Maths but some are not clear about Mastery approach. Have followed this up with teachers giving explicit instructions for structure of lessons, separate Maths meet and more varied tasks.<br>I have completed a lesson visit in Willow class. This was a lovely experience and highlighted excellent use of language and good prior knowledge. I took the opportunity to ask children about their learning and got a positive response from them. I gave LL feedback from the session.<br>I have had a face to face meeting with Emma Limburn, detailing my role as Maths lead and the projects that we have been involved in over the last three years.<br>I have presented to the Maths Network meeting over four days, sharing our experiences with other Maths Leaders. | | | |

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| To implement the Mastery Number Sense program from NCETM | • To embed the Number Sense program in Ash and Beech classes, targeting individual year groups | • Attend launch event and network meetings (three across year)<br>• Instruct JJ on expectations of program and support if needed<br>• Training for TAs if needed<br>• Acquisition of Rekenreks from DfE and research about alternatives in the meantime<br>• Teaching of lessons as per planning supplied from NCETM<br>• Devise an assessment process to gain information about impact | Discussions with teachers and/or TA<br><br>Lesson observations in Beech class and invite JJ to observe Ash class during sessions<br><br>Pupils conferences solely for Number Sense purposes<br><br>Assessment of fluency and impact of program at Christmas/Easter/End of Year | |
| MID YEAR UPDATE | I have attended training for Number Sense and have implemented the planning across terms 1 & 2.<br>I have implemented the use of Rekenreks; both in the Number Sense lessons but, also, in other Maths lessons.<br>I have assessed impact informally, with definite improvements being shown in quick recall of facts e.g. number bonds to 5 and being able to subitise (saying a number without counting). We have also seen an improvement in topics, outside of the Number Sense lessons, like addition and subtraction. The children are now very familiar with using the Rekenrek and applying it to their learning.<br>I have presented to the Maths Network meeting over four days, sharing our experiences with other Maths Leaders. | | | |