

St. Bernadette's Catholic Primary School



School Improvement Plan 2024 - 2025

Area:	Mathematics
Area for Development:	To improve progress and attainment in Mathematics across school.
Rationale:	<p><u>Attainment and Progress</u></p> <ul style="list-style-type: none"> • Low attainment and progress evident across all year bands. Some year bands are more concerning. (Add summer data when available) • Children are not exposed to the full Mathematics curriculum. This is then becoming a barrier to learning in the subsequent year (some year bands have missed nearly an entire term of work, gaps in some blocks are huge – summer blocks). <p><u>Teachers</u></p> <ul style="list-style-type: none"> • Overreliance on White Rose resources – teachers are not always using the resources flexibly and adapting them to suit their set. Not enough varied fluency which ensures learning is secure, so it can be applied to reasoning and problem-solving questions. • Some reluctance to use manipulatives – teacher subject knowledge? • Teachers are not teaching the full Mathematics curriculum. • Children aren't always appropriately challenged (AA and parallel sets – work doesn't always differ) or are not provided with appropriate work (BA in parallel sets). <p><u>Pupils</u></p> <ul style="list-style-type: none"> • More varied fluency practice is necessary to ensure what pupils have learnt is secure. Understanding without fluency inhibits problem solving and reasoning. • Children are not applying number facts because recall is weak. • Pupils are not being exposed to the full Mathematics curriculum.
Final Outcomes	<ul style="list-style-type: none"> • A significant improvement in maths attainment and progress. • Children will have a deeper understanding of mathematical concepts through the use of concrete manipulatives, ensuring a more hands-on and engaging learning experience. • Medium term planning will ensure that all mathematical concepts are covered across the academic year, leading to a more well-rounded mathematical education for our children. • AFL strategies will enable teachers to provide targeted support to children, leading to improved learning outcomes. • Raising the profile of number facts will enhance children's' fluency and confidence in maths, ultimately boosting overall attainment levels in the subject. • Staff subject knowledge and confidence will improve

Key:	
General Roles and Responsibilities	
Strategic Actions	

School Improvement Plan

Month		Implementation Actions	Implementation Impact	Person Responsible	Timescale	Resources and Cost	Evaluation	
							Complete	Not complete
September		<p><u>CPD</u> Reception teachers to attend EYFS Mathematics training provided by Karen Wilding on 3rd September. Reception staff to prepare a short training session to disseminate ideas from the training session to all staff in school on Wednesday 11th September.</p>	<ul style="list-style-type: none"> • Subject knowledge increased for EYFS staff • Staff across school have more of an awareness of strategies to increase number sense. 	S. Jones C. Belcher L. Coley	September	£195		
		<p><u>CPD</u> Staff meeting on 11th September to remind staff of Maths expectations in terms of:</p> <ul style="list-style-type: none"> • Long term curriculum map • Medium term planning • Lesson structure • Number facts (TTT and Number Ninjas) • Homework • Calculation Policy • Assessment expectations <p>EYFS to disseminate ideas from Karen Wilding training to all staff in school (TAs and Teachers). Staff to be also provided with year band specific resource box for place value.</p>	<ul style="list-style-type: none"> • Long term curriculum map and medium-term plans reflect comprehensive coverage of all mathematical concepts. • Children demonstrate improved speed and accuracy in recalling number facts. • Staff across school have more of an awareness of strategies to increase number sense. 	EF EYFS Staff	September	Class Maths resource boxes £		
		<p><u>CPD</u> Staff meeting to share ideas around the effective use of concrete manipulatives in maths lessons – carousel of ideas (Numcion Cuisenaire, ten frames, counters etc.)</p>	<ul style="list-style-type: none"> • Teachers confidently integrate concrete manipulatives into daily maths lessons and practical resources are regularly used, 	EF	September	N/A		
		<p><u>CPD</u> CPD for teachers on AFL strategies on 25th September.</p>	All teachers demonstrate understanding and implementation of AFL strategies in daily lessons and is evident during learning walks.	EF SLT	Ongoing			

	<p><u>Coaching and CPD for ECTs</u></p> <ul style="list-style-type: none"> • EF to support CM and DA to plan lessons in year 3 during Autumn 1. • EF to plan maths lessons for the year 2 parallel sets. EF and EH to support EOB. • E Lennon to work with MF and FM to plan lessons for the parallel sets in year 5. 	ECTs are confident teaching their year band curriculum.	EF E Hill E Lennon ECT Mentors	On going								
	<p><u>Monitoring</u></p> <p>Learning walks in Mathematics: SLT to conduct 3 (10 min) learning walks across the Autumn term to monitor and provide feedback on:</p> <ul style="list-style-type: none"> • AFL • Use of concrete manipulatives • Appropriate challenge for all • Use of live marking and addressing misconceptions • Long term curriculum plan is being adhered to • Fidelity to the calculation policy <p>Staff to be provided with instant feedback identifying strengths and praising successes.</p>	<ul style="list-style-type: none"> • Positive changes in AFL practises observed in classrooms. Teachers demonstrate understanding and implementation of AFL strategies in their Maths lessons. • Teachers are using live marking within their lessons as AFL to address misconceptions. • Teachers incorporate concrete manipulatives in a variety of maths activities • Teacher successes are shared and staff feel valued. 	SLT	Autumn Term	N/A							
	<p><u>Number Facts</u></p> <ul style="list-style-type: none"> • Letter sent home detailing homework expectations in Maths, linked to TTRS and Numbots. • Texts sent to parents of children who are not access TTRS or Numbots. • Laptops provided to those children who require one. • Introduce a number fact club in KSI called Number Ninjas, linked to Numbots. • Relaunch of Times Table Tribe and Number Ninjas. • Showcase children's achievements in number facts through the fortnightly newsletter newsletters. 	<ul style="list-style-type: none"> • Parents will be more actively involved in supporting their child's learning through the homework. • Increased awareness and recognition of achievements in number facts. • All children demonstrate improved recall and proficiency in number facts in assessments. 	Maths setting teachers EF A. Cowings A. Carroll	Letter to be emailed each half term and reminder email sent to staff each half term also.	£320	<table border="1"> <tr><td>Autumn 1</td></tr> <tr><td>Autumn 2</td></tr> <tr><td>Spring 1</td></tr> <tr><td>Spring 2</td></tr> <tr><td>Summer 1</td></tr> <tr><td>Summer 2</td></tr> </table>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1												
Autumn 2												
Spring 1												
Spring 2												
Summer 1												
Summer 2												

		<p><u>SLT Supporting Pupil Progress Review</u> Creation of a succinct form to be used to review the following in books and on planning/flipcharts:</p> <ul style="list-style-type: none"> • Challenge • Balance of varied fluency, problem solving and reasoning • Use of concrete manipulatives • Curriculum coverage • Use of live marking and addressing misconceptions (AFL) • Assessment documents 	<ul style="list-style-type: none"> • Succinct and purposeful feedback provided to staff • Ensure consistency across school • Staff are provided with immediate feedback celebrating successes. • Further support offered to those staff who need it to ensure children are making good progress. • Staff are using live marking to provide instant feedback to children as a AFL strategy and to also address misconceptions. 	SLT	2 nd October in SLT meeting	N/A	
		<p><u>Planning in Nursery</u> Review and enhance curriculum planning and progression in nursery.</p>	Clear progression of maths skills in nursery curriculum.	EF EYFS Coordinator S Deards	By start of October	N/A	
		<p><u>Curriculum Time</u></p> <ul style="list-style-type: none"> • Year 6 to have an additional weekly Maths lesson from September due to the curriculum not being fully taught in Year 5. 	Gaps in knowledge and skills will be address, children will feel more confident in their own maths ability and will deepen understanding of mathematical concepts, ensuring they grasp fundamental principles more thoroughly. This will untimely have an impact on progress and attainment.	Year 6 Maths setting teachers	September and on-going	N/A	
		<p><u>Afterschool Club</u> Two year 6 afterschool maths club will run from September:</p> <ul style="list-style-type: none"> • A Cowings to run a club for those children who are on the cusp of National (Up to 6 children) • A Carroll to run a club for those children who are working at GD (up to 6 children) 	Children who require more support to reach National or a GD level will have additional Maths lessons after school. This will increase confidence as well as deepening their understanding of Mathematical concepts.	A Cowings A Carroll	September and on-going until spring 2	N/A	

October	Monitoring Formal book and planning monitoring to begin on week beginning 7 th October and will review:	<ul style="list-style-type: none"> Challenge Balance of varied fluency, problem solving and reasoning Use of concrete manipulatives Curriculum coverage Use of live marking and addressing misconceptions Assessment documents Fidelity to the calculation policy 	<ul style="list-style-type: none"> Succinct and purposeful monitoring provided to staff. Staff are provided with feedback that identifies strengths and areas of further development. 	EF	Before the end of November	N/A	
	ECT Coaching ECT mentors and ECTs to review maths books and planning monitoring completed by EF to review areas of strength and development identified and to ensure ECTs are following the expectations for maths in terms of:	<ul style="list-style-type: none"> Planning Challenge Marking Assessment Calculation Policy <p>ECT mentors to offer advice and guidance and in necessary discuss further support for ECTs with ECT Tutor.</p>	ECT feel support with maths planning, marking and assessment. Areas for development are identified and appropriate support put in place.	ECT mentors ECT Tutor EF	End of October	N/A	
November	ECTs Mathematics lesson observation during Autumn 2.	<ul style="list-style-type: none"> AFL Use of concrete manipulatives Appropriate challenge for all Use of live marking and addressing misconceptions Long term curriculum plan is being adhered to Fidelity to the calculation policy 	Areas of strengths and areas of development shared with ECTs and support programme put in place.	ECT Mentors/Tutor EF or A.Cowings	By the end of Autumn 2	N/A	

CPD and Half Termly Review by Year Band Staff

End of half term review meetings in year bands on 13th November for staff to review:

- Challenge across the setting groups
- Balance of varied fluency, problem solving and reasoning
- Use of concrete manipulatives
- Curriculum coverage
- Use of live marking and addressing misconceptions
- Assessment documents
- Fidelity to the calculation policy

Staff to share differentiation across year band setting groups for a chosen small step.

As well as effective use of concrete manipulatives in maths lessons – carousel of ideas (Numcion Cuisenaire, ten frames, counters etc.)

- Staff actively engage in discussions and share best practice.
- Teachers confidently integrate concrete manipulatives into daily maths lessons and practical resources are regularly used,

Year bands

EF

Autumn 2

N/A

December

<p><u>Pupil Progress</u></p> <ul style="list-style-type: none"> • SLT to share pupil progress and attainment data at year band pupil progress meetings. Comparisons made between parallel setting groups. • Children who have regressed are identified and SLT to review maths books with setting teachers to identify barriers. • Children who require additional support are identified. 	<p>SLT and Staff identify barriers to learning for those children who have regressed and identify how these children can be supported further.</p>	<p>SLT Setting teachers</p>	<p>December</p>	<p>N/A</p>	
<p><u>ECT Coaching by ECT Mentors</u></p> <p>ECT mentors to look at maths books and planning and ensure ECTs are following the expectations for maths in terms of:</p> <ul style="list-style-type: none"> • Planning • Challenge • Marking • Assessment documents <p>ECT mentors to offer advice and guidance and in necessary discuss further support for ECTs with ECT Tutor.</p>	<p>ECT feel support with maths planning, marking and assessment. Areas for development are identified and appropriate support put in place.</p>	<p>ECT mentors ECT Tutor EF</p>	<p>End of December</p>	<p>N/A</p>	
<p><u>SLT Supporting Pupil Progress Review</u></p> <p>Creation of a succinct form to be used to review the following in books and on planning/flipcharts:</p> <ul style="list-style-type: none"> • Challenge • Balance of varied fluency, problem solving and reasoning • Use of concrete manipulatives • Curriculum coverage • Use of live marking and addressing misconceptions (AFL) • Assessment documents • Targets from monitoring in October 	<ul style="list-style-type: none"> • Succinct and purposeful feedback provided to staff • Ensure consistency across school • Staff are provided with immediate feedback celebrating successes. • Further support offered to those staff who need it to ensure children are making good progress. • Staff are using live marking to provide instant feedback to children as a AFL strategy and to also address misconceptions. • Staff have addressed targets from Autumn 1 monitoring. 	<p>SLT</p>	<p>4th December in SLT</p>	<p>N/A</p>	

		<u>Assessment</u> <ul style="list-style-type: none"> SATs and NTS maths assessment to take place week beginning 2nd December Staff to identify misconceptions and areas of weakness and address through flashbacks. Data shared and compared with Sursum Cluster schools. 	<ul style="list-style-type: none"> Staff will know areas of the taught curriculum that children have misconceptions in and will address during flashback questions. 	Setting teachers A Cowings	November and ongoing until next assessment	<u>Cost of tests</u>	
January		<u>Curriculum Time</u> <ul style="list-style-type: none"> Year 5 to have an additional weekly Maths lesson from January. 	Any gaps in knowledge and skills will be address, children will feel more confident in their own maths ability and will deepen understanding of mathematical concepts, ensuring they grasp fundamental principles more thoroughly. The full Maths curriculum will have been taught by the end of the academic year. This will untimely have an impact on progress and attainment.	Year 5 Maths setting teachers	September and on-going	N/A	
		<u>Mathematics Open Week</u> <ul style="list-style-type: none"> Will focus on the 4 operations, sharing written methods with parents in line with the calculation policy. 	<ul style="list-style-type: none"> Parents will know the strategies used at school so they can further support their children at home. 	Setting Teachers	January	N/A	

February

ECT Coaching by ECT Mentors

ECT mentors to look at maths books and planning and ensure ECTs are following the expectations for maths in terms of:

- Planning
- Challenge
- Marking
- Assessment

ECT mentors to offer advice and guidance and in necessary discuss further support for ECTs with ECT Tutor.

ECT feel support with maths planning, marking and assessment.
Areas for development are identified and appropriate support put in place.

ECT mentors
ECT Tutor
EF

End of
February

N/A

March

<p><u>Monitoring</u> Formal book and planning monitoring to begin on week beginning 17th March and will review:</p> <ul style="list-style-type: none"> • Challenge • Balance of varied fluency, problem solving and reasoning • Use of concrete manipulatives • Curriculum coverage • Use of live marking and addressing misconceptions • Assessment documents • Fidelity to the calculation policy 	<ul style="list-style-type: none"> • Succinct and purposeful monitoring provided to staff. • Staff are provided with feedback that identifies strengths and areas of further development. 	<p>EF</p>		<p>N/A</p>	
<p><u>Assessment</u></p> <ul style="list-style-type: none"> • SATs and NTS maths assessment to take place week beginning 3rd March. • Staff to identify misconceptions and areas of weakness and address through flashbacks. • Data shared and compared with Sursum Cluster schools. 	<ul style="list-style-type: none"> • Staff will know areas of the taught curriculum that children have misconceptions in and will address during flashback questions. 	<p>Setting teachers A Cowings</p>	<p>November and ongoing until next assessment</p>	<p>Cost of tests</p>	
<p><u>CPD</u> <u>Wednesday 19th March -- outside provider TBC</u></p>	<ul style="list-style-type: none"> • 				
<p><u>Pupil Progress</u></p> <ul style="list-style-type: none"> • SLT to share pupil progress and attainment data at year band pupil progress meetings. Comparisons made between parallel setting groups. • Children who have regressed are identified and SLT to review maths books with setting teachers to identify barriers. • Children who require additional support are identified. 	<p>SLT and Staff identify barriers to learning for those children who have regressed and identify how these children can be supported further.</p>	<p>SLT Setting teachers</p>	<p>December</p>	<p>N/A</p>	

April		<p><u>ECT Coaching</u> ECT mentors and ECTs to review maths books and planning monitoring completed by EF to review areas of strength and development identified and to ensure ECTs are following the expectations for maths in terms of:</p> <ul style="list-style-type: none"> • Planning • Challenge • Marking • Assessment • Calculation Policy <p>ECT mentors to offer advice and guidance and in necessary discuss further support for ECTs with ECT Tutor.</p>	<p>ECT feel support with maths planning, marking and assessment. Areas for development are identified and appropriate support put in place.</p>	<p>ECT mentors ECT Tutor EF</p>	<p>By April</p>	<p>N/A</p>	
May		<p><u>Assessment in Year 6 and Year 2</u></p> <ul style="list-style-type: none"> • SATs maths assessment to take place week beginning ***** • Staff to identify misconceptions and areas of weakness and address through flashbacks. • Data shared and compared with Sursum Cluster schools. 	<ul style="list-style-type: none"> • Staff will know areas of the taught curriculum that children have misconceptions in and will address during flashback questions. 	<p>Setting teachers A Cowings</p>	<p>May</p>		
		<p><u>CPD and Half Termly Review by Year Band Staff</u> End of half term review meetings in year bands on 14th May for staff to review:</p> <ul style="list-style-type: none"> • Challenge across the setting groups • Balance of varied fluency, problem solving and reasoning • Use of concrete manipulatives • Curriculum coverage • Use of live marking and addressing misconceptions • Assessment documents • Fidelity to the calculation policy <p>Staff to share differentiation across year band setting groups for a chosen small step.</p> <p>As well as effective use of concrete manipulatives in maths lessons – carousel of ideas (Numcion Cuisenaire, ten frames, counters etc.)</p>	<ul style="list-style-type: none"> • Staff actively engage in discussions and share best practice. • Teachers confidently integrate concrete manipulatives into daily maths lessons and practical resources are regularly used, 	<p>Year bands EF</p>	<p>Summer 1</p>	<p>N/A</p>	

June	<p><u>ECT Coaching</u> ECT mentors and ECTs to review maths books and planning monitoring completed by EF to review areas of strength and development identified and to ensure ECTs are following the expectations for maths in terms of:</p> <ul style="list-style-type: none"> • Planning • Challenge • Marking • Assessment • Calculation Policy <p>ECT mentors to offer advice and guidance and in necessary discuss further support for ECTs with ECT Tutor.</p>	<p>ECT feel support with maths planning, marking and assessment. Areas for development are identified and appropriate support put in place.</p>	<p>ECT mentors ECT Tutor EF</p>	<p>By April</p>	<p>N/A</p>	
	<p><u>SLT Supporting Pupil Progress Review</u> Creation of a succinct form to be used to review the following in books and on planning/flipcharts:</p> <ul style="list-style-type: none"> • Challenge • Balance of varied fluency, problem solving and reasoning • Use of concrete manipulatives • Curriculum coverage • Use of live marking and addressing misconceptions (AFL) • Assessment documents • Targets from monitoring in October 	<ul style="list-style-type: none"> • Succinct and purposeful feedback provided to staff • Ensure consistency across school • Staff are provided with immediate feedback celebrating successes. • Further support offered to those staff who need it to ensure children are making good progress. • Staff are using live marking to provide instant feedback to children as a AFL strategy and to also address misconceptions. • Staff have addressed targets from Autumn 1 monitoring. 	<p>SLT</p>	<p>18th June in SLT meeting</p>	<p>N/A</p>	

July	<p><u>Assessment</u></p> <ul style="list-style-type: none"> SATs and NTS maths assessment to take place week beginning 30th June. Staff to identify misconceptions and areas of weakness and address through flashbacks. Data shared and compared with Sursum Cluster schools. 	<ul style="list-style-type: none"> Staff will know areas of the taught curriculum that children have misconceptions in and will address during flashback questions. 	Setting teachers A Cowings	July	Cost of tests	
	<p><u>Pupil Progress</u></p> <ul style="list-style-type: none"> SLT to share pupil progress and attainment data at year band pupil progress meetings. Comparisons made between parallel setting groups. Children who have regressed are identified and SLT to review maths books with setting teachers to identify barriers. Children who require additional support are identified ready for September 2025 and shared with new setting teachers. 	SLT and Staff identify barriers to learning for those children who have regressed and identify how these children can be supported further in the next academic year.	SLT Setting teachers	July	N/A	