



Hurst Park School – School Development Plan 2020-2021

Quality of Education/Outcomes for Pupils - Maths

Key Priority: Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills.

Objective	Action	Start date/lead	Milestones	Success Criteria	Monitoring and Evaluation (Progress and Impact)	Resources
To improve the teaching of maths so that it is consistently good or higher.	Teachers use ongoing assessment in their lessons to ensure that teaching is adapted during the lesson to meet the needs of all pupils. Gap analysis of any summative assessment is used to inform planning and teaching.	Sept 2020 HC	Assessment data shows an increasing percentage of children making expected or more than expected progress.	Maths book scrutiny demonstrates that next steps are given within a lesson to embed and deepen learning further and shows that teachers address misconceptions. Lesson observation records show that teachers make effective use of monitoring during lessons to maximise pace and depth of learning. The majority of pupils (85%) make a minimum of six steps of progress in Maths over the year.	SLT to monitor impact of assessment through lesson visits, learning walks, book look outcomes and pupil interviews.	
	Teachers plan high quality questions which are often open ended to provide a greater challenge. In lessons, staff use all opportunities to challenge pupils through effective questioning. Questioning is used to inform teachers' planning and delivery of lessons.	Sept 2020 HC	Deliver training for staff on questioning and how to support/challenge children in maths.	Planning scrutiny shows that teachers plan higher order questions to challenge all pupils. Lesson observations shows teachers make effective use of questioning to support or extend learning. Adults are deployed effectively to support learning and pupils are challenged through adults' questioning.	SLT to monitor the teaching and learning of maths in lessons through formal lesson observations and drop ins with a focus on questioning.	Maths leader release time
	Teachers plan for challenge for all children in all parts of the lesson.	Sept 2020 HC	HC, CT and AL attend Mastery Working Group Meetings and share findings with staff.	Pupils of all abilities are set appropriate tasks which support and extend their learning.	SLT to monitor the teaching and learning of maths in lessons through formal lesson observations and drop ins with a focus on challenge for all.	Maths leader release time

	<p>Teachers adapt their teaching during the input of a lesson so that 'quick graspers' can move on to activities quickly.</p> <p>Teachers give greater depth children opportunities to deepen their understanding by moving them on quicker during the lesson.</p>			<p>Maths book scrutiny demonstrates that next steps are given within a lesson to embed and deepen learning further and shows that teachers address misconceptions.</p> <p>Lesson observation records show that teachers make effective use of monitoring during lessons to maximise pace and depth of learning.</p> <p>The majority of pupils (85%) make a minimum of six steps of progress in Maths over the year.</p> <p>Pupil surveys show that children are being challenged in lessons.</p>		
	<p>Staff model the use of mathematical vocabulary in all lessons and give children the time to use this vocabulary as well.</p> <p>Teachers use the calculation policy to model new concepts to children.</p>	<p>Sept 2020 HC</p>	<p>Autumn – Complete calculation videos for multiplication and division</p> <p>Autumn – update Calculation policy and share with staff</p> <p>Spring - Complete calculation videos for fractions</p>	<p>Planning scrutiny shows that teachers prepare a bank of key vocabulary for each topic.</p> <p>Observations of Maths lessons demonstrate that staff model new concepts clearly.</p> <p>Observations of Maths lessons demonstrate that staff use appropriate mathematical vocabulary for their year group.</p>	<p>SLT to monitor the teaching and learning of maths in lessons through formal lesson observations and drop ins with a focus on use of modelling and vocabulary.</p>	<p>Maths leader release time</p>
	<p>When a pupil is identified as struggling teachers quickly identify the specific reason(s) why. Teachers use this information to intervene and address the aspect of maths that the pupils is struggling with.</p> <p>Interventions happen as soon as weaknesses are identified, and are 'same day' where possible.</p> <p>Interventions are planned to take the shortest amount of time needed to get the pupil back on track. They are well targeted.</p>	<p>Sept 2020 HC</p>	<p>Termly reviews of Intervention Plans show that regular intervention is offered to children</p> <p>Training for all staff on effective interventions</p>	<p>Pupil surveys show that children are positive about maths and receive support when it is needed.</p> <p>The majority of pupils (85%) make a minimum of six steps of progress in Maths over the year.</p>		

	Regular interventions are recorded and monitored on Intervention Plans.					
--	---	--	--	--	--	--