

# Mathematics Development Plan



**St Alban's CofE (Aided) Primary School**

Rotherham

# Introduction

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The Subject Leader carried out a Deep Dive in Mathematics and here are the key findings.

Children enjoy maths but some would like to be challenged further. (How can open questions ensure this happens for all children?)

Key vocabulary such as subitising (FS2 and Y1) is becoming embedded. (Which shows strong subject knowledge of KS1 staff.)

Children in Y4 say that they have learned their times tables successfully using the echoed multiplication facts method.

Children say maths homework helps their learning.

Children understand the importance of practice in maths.

Ways forward

Ensure that all children have access to quality maths teaching - through embedding the use of the NCETM based St Alban's maths curriculum.

Develop subject knowledge of all adults.

Ensure all children develop their fluency - through FS2 and KS1 and vulnerable children in KS2 have access to daily fluency practice through Mastering Number.

Ensure all children develop their fluency - echoed multiplication facts sessions in Y3, Y4, Y5 and Y6

Ensure that all children are supported by faded scaffolding to access all maths lessons.

Ensure all children have access to online homework - Numbots/TTRockstars/Reflex

Ensure all year groups have deliberate practice of methods as part of their maths learning.

Create a Problem Solving Document which outlines the range of problems that we want children to be able to solve at various stages of the curriculum.

Share the Problem Solving Document with staff ensuring Professional Development is included.

Ensure all children learn problem solving skills through use of the Problem Solving Document.

Teachers model how pupils could use new learning to solve mathematical problems.

Teachers draw out the mathematical similarities in a range of problems and give children opportunities to practise solving problems of a mathematically similar nature.

# Coherence

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<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	KS
<b>Team:</b>	Mathematics	<b>Monitor:</b>	KS
		<b>Dates:</b>	04/09/23 - 05/07/24

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**Description:** -

**Strategy:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Small Steps in Planning</b>  <i>Staff to use St Alban's Maths Long Term Plans to ensure curriculum coverage so that children learn and remember more.</i>	● Not Completed	01/12/23 to 15/12/23	KS	Medium
<b>FS Planning</b>  <i>CT and DN to use the new White Rose Maths Plans for Maths.</i>	● Not Completed	01/12/23 to 15/12/23	KS	Medium
<b>Teaching for Misconceptions</b>  <i>Staff to use the DSAT Teaching for Misconceptions Document to ensure they teach for misconceptions rather than leaving it to chance.</i>	● Not Completed	08/03/24 to 22/03/24	KS	Medium
<b>Faded Scaffolding</b>  <i>Staff use scaffolds to ensure all children can access maths lessons. This scaffolding is carefully faded so that children work more independently when ready.</i>	● Not Completed	05/09/23 to 19/09/23	KS	Medium
<b>KS to create Problem Solving Document</b>  <i>Create a document which clearly identifies the range of problems that we want pupils to be able to solve at various stages of the curriculum.</i>	● Not Completed	11/09/23 to 25/09/23	KS	Medium
<b>KS to provide Professional Development for staff</b>  <i>Teachers give pupils opportunities to practise solving problems of a mathematically similar nature.</i>	● Not Completed	18/08/23 to 23/10/23	KS	Medium

## Success Criteria

DESCRIPTION	COMPLETED
Teaching for Misconceptions Document has been created and shared with staff.	<input type="radio"/> NO
Scaffolds are in place for those children who need them.	<input type="radio"/> NO
Problem Solving Document has been created by KS and shared with staff.	<input type="radio"/> NO
Problem Solving Document is being used to inform planning.	<input type="radio"/> NO
Books show staff are planning with small steps	<input type="radio"/> NO
FS are using the White Rose Plans and their continuous provision includes activities from the planning.	<input type="radio"/> NO

# Fluency

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<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	KS
<b>Team:</b>	Mathematics	<b>Monitor:</b>	KS
		<b>Dates:</b>	05/09/23 - 15/12/23

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**Description:** -

**Strategy:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Fluency Fitness</b>  <i>All teachers to share their updated year group Fluency Fitness information at their Parent Meetings.</i>	● Not Completed	15/09/23 to 29/09/23	KS	Medium
<b>Online Homework</b>  <i>All Year Groups to encourage their class to access TTRockstars, Reflex and Numbots where appropriate, by providing homework.</i>	● Not Completed	15/09/23 to 29/09/23	KS	Medium
<b>Key Facts</b>  <i>Key facts are taught and tracked so that no child is left behind.</i>	● Not Completed	01/12/23 to 15/12/23	KS	Medium
<b>Times Tables</b>  <i>Y4 Children will access echoed multiplication fact sessions. Y3 children will begin echoed multiplication fact sessions in January 2024.</i>	● Not Completed	31/05/24 to 14/06/24	KS	Medium
<b>Mastering Number</b>  <i>Reception, Y1, Y2 and vulnerable Y3 and Y4 children will access the appropriate sessions of Mastering Number from the NCETM.</i>	● Not Completed	16/07/23 to 17/05/24	KS	Medium
<b>Ensuring Readiness for next stage</b>  <i>Ensure Y6 children are ready for KS3 by focus on deliberate practice of methods.</i>	● Not Completed	25/07/23 to 02/10/23	KS	Medium
<b>Ensuring efficient methods continue in KS2</b>  <i>Efficient methods of addition, subtraction, multiplication and division are deliberately practiced in Y3 so that they become automatic for all children.</i>	● Not Completed	25/07/23 to 10/10/23	KS	Medium

## Success Criteria

DESCRIPTION	COMPLETED
Fluency Fitness documents are shared with parents.	<input type="radio"/> NO
All children are accessing online maths homework at the appropriate level.	<input type="radio"/> NO
Key Facts are taught, assessed and added to EAZMAG Documents.	<input type="radio"/> NO
All children in Y4 achieve a score of eighty percent or more in MTC.	<input type="radio"/> NO
All children in Reception, Y1 and Y2 access Mastering Number Programme Every Day.	<input type="radio"/> NO
Y6 children access daily deliberate practice sessions from September.	<input type="radio"/> NO
Y3 children access daily deliberate practice sessions from September.	<input type="radio"/> NO



# Mathematical Thinking

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	KS
<b>Team:</b>	Mathematics	<b>Monitor:</b>	KS
		<b>Dates:</b>	21/06/24 - 05/07/24

**Description:** -

**Strategy:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Bar Modelling</b> <i>Staff model the use of bar models to help children visualise the maths they need to do.</i>	● <b>Not Completed</b>	16/07/23 to 29/12/23	KS	<b>Medium</b>
<b>Children Use Bar Modelling</b> <i>Children use bar modelling independently to help them decide which calculations to use to solve a problem.</i>	● <b>Not Completed</b>	16/07/23 to 22/03/24	KS	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
Bar Modelling is evident in children's books. They can explain how to use a bar model.	● <b>NO</b>

# Representation

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	KS
<b>Team:</b>	Mathematics	<b>Monitor:</b>	KS
		<b>Dates:</b>	04/09/23 - 12/07/24

**Description:** -

**Strategy:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Working Wall</b> <i>Maths Working Walls show resources outlined in St Alban's Long Term plan.</i>	● <b>Not Completed</b>	15/12/23 to 29/12/23	KS	<b>Medium</b>
<b>Calculation Videos</b> <i>Videos of children created to show St Alban's calculation methods.</i>	● <b>Not Completed</b>	12/01/24 to 26/01/24	KS	<b>Medium</b>
<b>Outdoor Resources in FS</b> <i>Develop outdoor resources in FS.</i>	● <b>Not Completed</b>	15/12/23 to 29/12/23	CT	<b>Medium</b>
<b>Counting Collections</b> <i>CT to take part in Counting Collections research project.</i>	● <b>Not Completed</b>	15/09/23 to 29/09/23	KS	<b>Medium</b>

## Success Criteria

DESCRIPTION	COMPLETED
All working walls show resources outlined in the plan. They are updated regularly and Stem Sentences are referred to in lessons.	● <b>NO</b>
One calculation video is filmed for all year groups. This is edited and evaluated and shared with parents via the school website.	● <b>NO</b>
FS has an improved outdoor area which is as exceptional as indoor.	● <b>NO</b>
CT has taken part in Counting Collections research project.	● <b>NO</b>

# Variation

<b>RAG:</b>	● Not set	<b>Status:</b>	<b>Not Started</b>
<b>Priority:</b>	<b>High</b>	<b>Responsible:</b>	KS
<b>Team:</b>	Mathematics	<b>Monitor:</b>	KS
		<b>Dates:</b>	07/06/24 - 21/06/24

**Description:** -

**Strategy:** -

## Actions

TITLE	STATUS	DATES	RESPONSIBLE	PRIORITY
<b>Teaching for variation</b>	● <b>Not Completed</b>	24/05/24 to 07/06/24	KS	<b>Medium</b>
<i>Children notice more and can explain what something is as well as what it is not.</i>				

## Success Criteria

DESCRIPTION	COMPLETED
Children can explain what something is as well as what it is not.	● <b>NO</b>