



Well-formed Outcomes:

- Most children (80-95%) reach the expected standard for their year group.
- Children show deep understanding of concepts through the solve it, prove it, explain it activities
- Consistency in the teaching of methods and use of CPA methodology.
- Pupils have more confidence maths and have a sense of enjoying in using number.
- Pupils have secure firm foundation and good number sense, are fluent and flexible and have automaticity in number recall

SUCCESS CRITERIA	ACTIONS	RESOURCES AND TIMESCALES	MONITORING AND EVALUATION ACTIVITIES
Children show deep understanding of concepts through the solve it, prove it, explain it activities.	Through Peer coaching. Teachers are bespokeing Power maths to ensure all children are accessing age related tasks and classes are being kept together. Work with Maths Hub in tailoring a bespoke Mastery curriculum for Bishopton. Continue to subscribe to 'Rock Star' maths subscribed to as a vehicle for children to work on maths at home on a weekly basis. Use of Matheletics Yrs R – 4 to allow pupils to reinforce and consolidate their learning through an online programme. Hold parental intro afternoons to introduce. Pre-teach to be used with children who may struggle with the introduction of new concepts. Use of 'APE' (Answer, Prove, Explain) as a basis for recording reasoning and problem solving. Greater opportunities to show deep understanding through reasoning and problem solving tasks – children showing greater depth of language use and a variety of models to explain and reason. Focus is on 'same day intervention' for those not achieving. Activities are interactive when whole class and misconceptions are addressed early. Use of stem sentences to scaffold and support children in their understanding of maths. Trial using lesson from previous year as a recap and intro to new topic – Year 3 & Year 1 & 2	Subscription to: • Power maths £1500 • Mathletics £1197 • TTRS £102 Year 2 Of NCTEM programmes 'Mastering Number' and 'Developing Mastery' Sept 2023 – July 24 • Training 3 teachers - 4.5hs termly • ½ day termly release time for subject lead to meet with maths hub • KS meetings	Through book scrutiny and lessons observations there is clear consistency in the teaching of maths methodology – CPA Mathematics lead to use management time to observe in class to see how implementation is undertaken. Suggest improvements along the way. Standards in mathematical understanding of concepts and in context improve. Reviews of performance to take place with HT regarding individual children and their progress. HT/mathematics manager to report to FGB on progress made towards outcomes.
Pupil • Have a secure firm foundation and good number sense. • Are fluent and flexible in using numbers. • Have automaticity in number recall. • Are confidence maths and have a sense of enjoying in using number.	• Audit skills of KS1 and Year 3 pupils using the 'Number facts progression square. • Audit current resources being used to support fluency – BM, flashback, fluent in 5 etc • Introduce 'Fluency Bee' for the explicit teaching of mental strategies in KS1 • In EYFS and Year 1 pupils have the opportunities to explore numbers through continuous provision – see WR planning for explicit links • Pupils to access concrete and pictorial resources to explore and represent number. • Bespoke Power maths to ensure tasks fit context of class. • Use of Power Maths small step teaching to develop a deep sense of number through explicit teaching modelling and scaffolding of skills. • Daily independent session to practice and rehearse mental / oral skills – Big maths & total recall, flashback 4 and fluent in 5	• Sequenced planning from NCTEM. • Power maths online and pupil resources. • Big maths scheme • Mathletics online app • INSET day September 23 • KS meetings	Subject lead to conduct work scrutinies, termly lesson observations and analyse termly assessment data investigate whether pupils have: • Improved fluency • Improving score in Big maths Staff are: • Giving pupils daily lessons to rehearse and consolidate their mental calculation skills. There is evidence:

			- The use of rapid reasoning in books (Year 3-6) - More pupil attempting 'Challenge' questions. Pupils use language to explain thinking in reflect section of book.
Teachers are confident in teaching mastery and have improved skills and knowledge.	- Year 2 of NCTEM 'Mastering number', programme - Year 2 of NCTEM 'Mastery Maths' programme - Attendance on training webinars - Peer coaching - Maths drop in sessions - Peer coaching for the development of mastering number - Use of PM Teaching guides to show prior learning and to ensure teachers understand the common misconception before teaching a topic. - Introduction and training on the 5 Big ideas – fluency, reasoning, variation theory, coherence and representation and structures.	- Release time 1.5hrs termly for training – lead teachers - Termly planning from NCTEM - KS meetings - Drop ins with maths Lead - Origin Maths Hub termly visits and training. - Webinar training	Following lesson drops in and professional conversation with staff, Subject lead will: - Identify strengths and areas to develop. - Lead further training in collaboration with Origin Maths Hub Lead. - Source any resources needed. - Ensure staff are attending termly webinars and disseminating information to key stage colleagues.
Pupils who fall back are identified quickly. Appropriate interventions are put in place to accelerate progress of targeted group.	Targeted IEP shows the progression of key skills in mathematics. Use of RTP assessment questions to pinpoint areas to develop. Analysis of half termly and termly assessment data used to identify next steps in learning and highlight areas to 'catch up' in intervention groups. Pupils falling behind are ideally identified within a lesson and their needs acted upon accordingly. Parents are kept informed of progress.	Intervention timetables and IEP targets identify issues to be addressed. CTs are able to pinpoint individual children making more or less progress than expected and identify why. Planned interventions are put in place as required. These are monitored and evaluated each half term at least.	The numeracy subject leader's reports demonstrate the impact of quality first teaching as well as specific intervention programs. Progress reviews and discussions regarding individual children with HT are undertaken
All pupils make progress with some groups taking accelerated progress from their starting points. Performance of pupils is monitored on a half-termly basis and underachievement results in intervention.	Identification of next steps in learning in mathematics enables staff to become more skilled through criteria work. Groups of children make progress at different rates, although accelerated progress is seen in some based on their starting points. Use of WR assessments and RTP assessment questions to identify areas of strength and areas to develop. Staff monitor and review performance half termly and discuss with HT individual children's performance in mathematics. Underachievement results in intervention or 'catch-up' activities. JG undertakes 'catch up' session for pupils in KS1	Documentation for mathematics to enable next steps and assessment to be carried out. Time allocated during PPA for discussions regarding individual children. CPD - moderation of mathematics within phases or year groups. JG weekly session	HT / numeracy manager to report to FGB on performance in mathematics. Individual children identified under the following headings: - Accelerated progress. - Expected progress. - Slower progress. CTs are able to explain areas of strength and weakness for individuals in the light of this and how they plan to move these children forward. JG to report progress of pupils to HT. numeracy manager and Governors.