

School:	Grampound with Creed CofE School	Focus:	Maths		
<b>TRUST KPIs:</b> KPI 1 – To implement a new approach to the teaching of mathematics that increases the level of attainment using PITA Assessment.					
<b>Priorities (2019 KPIs)</b> To meet or exceed National expectations for pupils achieving ARE or above across the school for Mathematics.  To introduce manipulatives as a resource that all pupils are accessing to embed the mastery approach.					
Objectives	Success Criteria	Actions	Monitoring	Resources/Timescale	Evaluation/Impact
To implement a new approach to the teaching of mathematics that increases the level of attainment using PITA Assessment.	PITA are evident on pupil asset.	Teachers carry out point in time assessments at the end of each term.	Maths leaders checked for PITA on PA at October half term.	Pupil Asset To be carried out and checked on a termly basis.	
	Maths trackers are in place for vulnerable groups.	Teachers should set up and maintain on a half termly basis a Maths tracker, showing the attainment and progress of children from vulnerable groups, including those classed as working towards for Maths.	These documents should be evident on staff res and up to date for the current term.	Tracker document To be carried out and checked on a half termly basis.	
	Level of attainment is showing an upward trend across the school.	Teaching is well suited to the children’s needs and appropriate for their understanding and age.	Attainment will be monitored by Maths Subject Leaders, looking at the Pupil Asset data when it is submitted and children not showing expected attainment should then become focus children.	Pupil Asset National averages	

<p><b>To meet or exceed National expectations for pupils achieving ARE or above across the school for Mathematics.</b></p>	<p>Power Maths is used to encourage and extend mastery.</p> <p>A consistent approach to Maths is used across the school to ensure good progress.</p> <p>Children who are not in line with ARE are exposed to regular intervention.</p>	<p>Teachers are using Power Maths regularly to expose children to a variety of question types and the mastery approach.</p> <p>Communication is strong between staff in schools and staff meetings are led by Maths Subject Leaders to ensure good quality teaching and a consistent message is being relayed.</p> <p>Interventions are decided on by the teacher, depending on the needs of the class. These could be a pre teach, a gap filling interventions or an over learning session.</p>	<p>Maths Subject Leaders will meet with teachers during staff meeting time to receive feedback on the mastery approach and how it is being implemented across the school.</p> <p>Observations of Maths lessons will be carried out termly.</p> <p>Maths Subject Leaders will look at the class intervention record sheets termly.</p>	<p>Power Maths Following staff meetings allocated to Maths, Maths Subject Leaders will meet to review the targets in the action plan.</p> <p>Termly monitoring</p> <p>Staff member Termly monitoring</p>	
<p><b>To introduce manipulatives as a resource that all pupils are accessing to embed the mastery approach.</b></p>	<p>Each class has the manipulative progression list and calculation policy.</p> <p>There is access to all manipulatives on the progression list.</p> <p>There is evidence in lessons of manipulatives being used.</p>	<p>Maths Subject Leaders to distribute manipulative progression list and calculation policy during Maths staff meeting.</p> <p>Maths Subject Leaders to order manipulatives resources and ensure these are available for all year groups.</p> <p>All teachers to use the calculation policy and manipulative list as a guide for lessons and progression.</p>	<p>Minutes of staff meeting.</p> <p>Manipulatives evident in the classroom and in workbooks.</p> <p>Lesson observations termly.</p>	<p>Manipulative list Calculation policy Reviewed throughout the year</p> <p>Manipulatives Reviewed throughout the year</p> <p>Manipulatives Reviewed termly</p>	