

School:		Grampound with Creed CofE School		Focus:		Maths
Objectives	Success Criteria	Actions		Monitoring	Resources	Evaluation and Impact
To enhance confidence in the teaching of Mastery across the school, focusing on embedding The 5 Big Ideas.	Class Teachers feel well equipped in planning for The 5 Big Ideas and implementing these within lessons.	Maths Subject Leader to conduct a staff meeting on 'The 5 Big Ideas', supporting Class Teachers in embedding these concepts within lessons.		Class Teacher survey to assess current understanding of The 5 Big Ideas. Repeat this survey after Maths Subject Leader input.	The 5 Big Ideas Survey	
	Planning and teaching documents are readily available; offering support for Class Teachers.	Maths Subject Leader to continue to update staff via staff meetings, with resources linked to planning and teaching for Mastery.		These documents should be evident on 'Staff Resources'.	Maths Hub Documents/Links/Videos	
	Teacher confidence has a knock on effect with pupil engagement in Mathematics.	Maths Subject Leader to monitor Maths lessons across the school on a half termly basis, discussing feedback relating to The 5 Big Ideas with Class Teachers.		Maths Subject Leader to hold a copy of 'S' plans in Maths file, after observations.	'S' Plan Maths Subject Leader File	
To monitor pupils' progress against the 'Ready to Progress' document, using this as a tool to plan for gaps in learning.	Class Teachers have a secure understanding of how to teach Mathematical concepts, relevant to each year group, thus closing gaps in learning.	Maths Subject Leader to introduce the 'Ready to Progress' document to Class Teachers in staff meeting. Class Teachers to use this document to plan for lessons and interventions.		Maths Subject Leader to hold discussions with Class Teachers at staff meetings, regarding the effectiveness of using the 'Ready to Progress' document, in terms of planning and assessment.	'Ready to Progress' Document	
	Pupils make steady progress, taking into account the gaps in their learning, caused	Class Teachers to monitor pupils' progress, using the 'Ready to Progress' document as a key planning and assessment tool.		Class Teachers to input pupils' progress on Pupil Asset every term.	'Ready to Progress' Document Pupil Asset Data	

	by COVID-19 closures.				
To ensure all classrooms have appropriate Mastery environments relevant to current learning, displaying concrete, pictorial and abstract approaches.	<p>Each class has an appropriate space dedicated to Mastery learning.</p> <p>The current learning is displayed in a concrete, pictorial and abstract way, as per the Maths Policy.</p> <p>There is access to the relevant manipulatives, for all pupils.</p>	<p>Class Teachers to set up a Maths Working Wall/Area.</p> <p>Class Teachers to display the concrete, pictorial and abstract approaches, relevant to current learning.</p> <p>Class Teachers use the calculation policy and manipulatives list as a guide for lessons and progression.</p> <p>Class Teachers have relative manipulatives available every lesson.</p>	<p>Maths Subject Leader to make notes during half termly 'S' Plan observations.</p> <p>Maths Subject Leader to make notes during half termly 'S' Plan observations.</p> <p>Maths Subject Leader to make notes during half termly 'S' Plan observations.</p>	<p>Maths Working Walls/Area</p> <p>Maths Working Walls Manipulatives</p> <p>Calculation Policies Manipulatives List</p>	