|  |  |  |
| --- | --- | --- |
|  | **SUBJECT ACTION PLAN 2022 / 23** |  |
|  |  |  |
| **SUBJECT:****Maths** | **SUBJECT LEADER:****Chris Grant Peterkin** |
| **ACTION** | **TARGET DATE** |
| **To continue to maintain progress and attainment in EYFS, KS1 and KS2:*** To complete date tracking form.
* Subject leader to identify children at risk of underperforming including SEN and PP.
* Identify those who may have been impacted by COVID (underperforming as well as those with potential to move up attainment level).
* Share information with staff at staff meeting.
* Focus on children in book scrutiny, learning walks and pupil voice.
* Feedback to staff to implement recommendations.
* Assess impact at end of year.
* SDG to monitor termly.
 | **Completed****Completed****Completed****Next staff meeting****By end of term****By spring half term****End of year****Termly** |
| **Consider the most effective way for teachers and teaching assistants to be deployed in maths lessons:** * Subject leader to lead discussion in staff meeting about the use of Ts and TAs to support all ability groups in class.
* Come up with a set of expectations (include SEN, PP and underperformers).
* Monitor with drop in book scrutiny.
 | **Staff meeting in autumn 1****By end of autumn 1****Half termly** |
| **To improve children’s ability to solve mathematical problems and apply to real life:*** Increase regularity of teaching word problems and real-life applications.
* To ensure the use of resources (concrete, visual and abstract) are modelled at the beginning of unit so children can use at the end of unit problem solving.
* Pupil voice to gauge attitude to problem solving (UKS2).
* Pupil voice to gauge continuing attitude to problem solving (UKS2).
 | **By end of autumn term****By end of autumn term****Half termly****Half termly** |