



Maths Team – 3 Year Plan

Year 1 2016	Year 2 2017	Year 3 – proposal - 2018
<p>Expectations</p> <ul style="list-style-type: none"> • Number setting twice a week – using number counts phases to plan and track learning • Maths lessons at least twice a week. • Teacher using Es & Os and signposts to inform assessment, planning, teaching and tracking of numeracy and maths. • Signposts and Achieving a Level shared and explored with children 	<p>Expectations</p> <ul style="list-style-type: none"> • Teachers using agreed whole school approach to plan, teach and assess number with children • Teachers use phases to moderate number. • Teachers using basic provision to inform classroom practice and plan learning & teaching experiences • Teacher using Es & Os and signposts to inform assessment, planning, teaching and tracking of numeracy and maths. 	<p>Expectations</p> <ul style="list-style-type: none"> • Teachers using agreed whole school approach to plan, teach and assess number with children (from NAR) • Teachers use phases to moderate number. • Teachers using basic provision, progression pathway, Es & Os and signposts to inform practice • Teachers deliver relevant maths Es&Os through topics and units of study.
<p>Establish maths learning team and agree focus for the year using Transforming Learning tool</p> <p>Number</p> <ul style="list-style-type: none"> • Build on use Number Counts Phases for planning and tracking • Establish progression framework for numeracy • Numeracy Team further explore approaches to planning, teaching and assessing number using Number Counts phases • Identified Assessment Tasks (IAT's) for all phases of maths • Number sets to twice a week <p>Maths</p> <ul style="list-style-type: none"> • Improve parents understanding of maths - Soft start focus on maths and teaching approaches • Identify and agree Experiences and Outcomes that can be delivered daily and identify how this will be addressed • Establish a daily provision in maths • Identify and source resources for classes to deliver daily provision • Purchase resources identified in basic provision • Develop opportunities for moderation of maths and numeracy 	<p>Number</p> <ul style="list-style-type: none"> • Review the use of number sets • Review use Number Counts Phases for planning and tracking • Trial and evaluate approach for planning, teaching and assessing number with children • Incorporate approach into moderation sessions <p>Maths</p> <ul style="list-style-type: none"> • Trial and evaluate basic provision in maths • Staff development - maths in context • Identify relevant contexts to deliver maths Es & Os– explore links with 3 year rolling programme for social studies and science • Staff development - working across Maths and Numeracy Es & Os • Produce a progression pathway of experiences through the school which addresses breadth and depth of Es & Os • Staff development – progression pathway in maths <p>Work with ASG and Authority to improve moderation approaches</p> 	<p>Number</p> <ul style="list-style-type: none"> • Review the use of number sets • Embed use of Number Counts planning and tracking procedures • Embed approach for planning, teaching and assessing number with children (from NAR) <p>Maths</p> <ul style="list-style-type: none"> • Staff trial and evaluate progression of experiences through the school which addresses breadth and depth of Es & Os • Sharing Good Practice – Maths in context • Staff Development – Higher Order Thinking in Maths • Revise basic provision in light of HOT maths and relevant context for learning <p>Embed moderation approaches</p> <p>EXPECTATIONS BY YEAR 4</p> <ul style="list-style-type: none"> • Teachers using agreed whole school approach to plan, teach and assess number with children • Teachers use phases to moderate number. • Teachers using basic provision, progression pathway, Es & Os and signposts to inform practice • Teachers deliver relevant maths Es&Os through topics and units of study. • Higher Order Thinking in Maths embedded in classroom practice

