

2.0: The attainment and progress in Maths to grow for all pupils, specifically GDS and borderline children (including SEND and PP); ensuring more children meet and exceed the standards set at the beginning of the academic year:

TARGET: To ensure children whom are identified as borderline EXS and borderline GDS achieve their full potential, therefore 73+% of all children to achieve EXS+ by the end of the academic year (currently 69% as of 17/07/23) and 22%+ to be at GDS (currently 7% as of 17/07/23)

- 1. To increase the number of children achieving GDS in Maths across the school, to be in-line with National Expectations KS1: 15% (2022) 22% (2019) KS2: 23% (2022) 27% (2019)
- To increase the number of children achieving EXS in Maths across the school, to be at least in-line with National Expectations.
- To increase progress of SEND/lowest achieving 20% children including PP across whole school.
- Teachers to 'develop pupils' ability to set out their mathematics systematically and explain their thinking clearly' **OFSTED May 2019**
- To plan for and ensure a wide range of reasoning activities and problem solving opportunities are provided for children within and outside of the Maths lesson; in order to raise attainment achieved within the EOY/EOT assessments and KS1 & KS2 reasoning papers
- To raise the profile of Maths in school and in the wider community

Target 1: To increase the number of children achieving GDS in Maths across the school, to be in-line with National Expectations

Outcome: Stretch interventions and planned mathematical class work to ensure that more children are achieving GDS across the school and is in line with KS1 and KS2 NE
KS1: 15% (2022) 22% (2019) KS2: 23% (2022) 27% (2019)

| Actions | Lead | Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for) | Impact Indicators | | |
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| | | | Autumn 23 | Spring 24 | Summer 24 |
| Children who are currently working at GDS or have been working at GDS previously or show the capacity to achieve GDS, to be identified for stretch work | All teachers | Data from the summer term used to identify GDS and potential GDS children and list created (Mtg with RA on 11/05/23) | The number of children achieving GDS has increased from the previous term (7%) to at least 10%+ (11% achieved) | The number of children achieving GDS continues to increase across the school (11% achieved - same as the autumn term) | The number of children achieving GDS to increase across the school |
| All identified GDS children, across the school, to have a timetabled weekly 'stretch' session | MS & NO | MS to share list of identified children and plans for 'stretch' children (Staff mtg 22/05/23) Intervention timetables sent to MS prior to the autumn term beginning, to check | There are a greater number of children | | |

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| | | interventions are planned in Intervention impact monitoring (13 & 16/11/23) | who have the potential to achieve GDS and in targeted 'stretch' groups to help achieve this | Those GDS children that have fallen behind, are now back on track and achieving GDS in the EOT assessments | Those GDS children that have fallen behind, will be back on track and achieving GDS in the EOT assessments |
| Within Maths lessons, set work and challenges must have the capacity to 'stretch' the children and offer opportunities for mathematical depth (planning) | All teachers | Planning identifies 'stretch' for identified GDS children Intervention impact monitoring (13 & 16/11/23) | | | |
| Specific resources identified and purchased to support the children in stretch sessions, outside of the Maths lesson | MS | MS to order required resources (Arrived 15/05/23) | | | |
| | | | EOT assessments & Tracking document | EOT assessments & Tracking document | |
| Weekly Challenges set for each class (on working walls), to provide regular opportunities for all children to apply their learning and stretch themselves further | MS to source challenges All teachers to display | MS sourced, gathered & laminated challenges, and distributed to class teachers (Staff mtg 22/05/23) | Evidence of some children attempting set weekly challenges, with accuracy | Evidence that most children are attempting set weekly challenges within all classes Focus will now be KS2 | Evidence that most children in KS2 are attempting set weekly challenges |
| | | | Book scrutiny | Book look | |

Target 2: To increase the number of children achieving EXS in Maths across the school, to be at least in-line with National Expectations.

Outcome: Whole school EOT assessment data and KS2 SATs results will show children identified as borderline EXS are in line to achieve set expectations at each crucial assessment point

| Actions | Lead | Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for) | Impact Indicators | | |
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| | | | Autumn 23 | Spring 24 | Summer 24 |
| All borderline children who are struggling due to confidence and do not require a | All teachers | Data from the summer term and discussions with staff used to identify | The number of children achieving | Pre-teach children identified and | Pre-teach children identified and |

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| specific targeted intervention, are correctly identified for pre-teach sessions | | children who are borderline EXS who would benefit from pre-teach sessions | EXS+ has increased to 71+%, showing the impact of pre-teach sessions (77% achieved) | evidence on tracking to show that they are on track to meet EXS+, due to success of intervention 77% EXS+ rate to be maintained and increased further (79% achieved) | evidence on tracking shows that they are on track to meet EXS+, due to success of intervention 79% EXS+ rate to be maintained and potentially increased further |
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| | | | EOT assessments & Tracking document | EOT assessments & Tracking document | |
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| Class teachers to plan for and add to timetables, daily pre-teach sessions, all to take place, for every class, first thing in the morning | All teachers | Intervention timetables sent to MS prior to the autumn term beginning, to check interventions are planned in | Children correctly identified and appropriate support in place, timetables support this | Children correctly identified and appropriate support in place, timetables support this | Children correctly identified and sessions are consistently sustained |
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| <p>Discussion time between class teachers and TA's, so all are aware of what to include in each pre-teach session and ensure opportunities are provided for the children to practise questions, prior to the Maths lesson</p> | <p>Teachers & TA's</p> | <p>Teachers to plan in time to identify who will take each session and what each session will entail</p> | <p>Teachers knowledge and expectations within the pre-teach sessions enables children to enter Maths lessons with more confidence, thus developing their knowledge and ability to apply it in a wide range of contexts</p> | <p>Children's knowledge and understanding increases, as seen in Maths books and EOT assessments</p> | <p>Assessments show that those children who are receiving pre-teach are making good progress, as identified in the EOT assessment</p> |
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| | | | <p>Teacher discussions/staff mtgs</p> | <p>Book scrutiny and EOT assessments</p> | |
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| <p>Regular book looks and assessment opportunities will regularly identify impact made and any further children who will require this intervention</p> | <p>Teachers & TA's</p> | <p>Book scrutiny to identify impact of pre-teach and identify any children who no longer need this intervention and any new children that may require this support (16/10/23)</p> <p>Intervention impact monitoring (13 & 16/11/23)</p> | <p>Most pre-teach children are demonstrating a more confident approach to their learning and are achieving success in their class work</p> | <p>Most/all pre-teach children are demonstrating a more confident approach to their learning and are achieving success in their class work</p> | <p>All pre-teach children are demonstrating a more confident approach to their learning and are achieving success in their class work</p> |
| | | | <p>Book scrutiny & discussions with pupils</p> | <p>Book scrutiny and Tracking document</p> | |

Target 3: To increase progress of SEND/lowest achieving 20% children including PP across whole school.

Outcome: Whole school EOT assessment data will show all children who are receiving targeted interventions are making enhanced progress in their learning and more children are achieving EXP/EXS.

| Actions | Lead | Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for) | Impact Indicators | | |
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| | | | Autumn 23 | Spring 24 | Summer 24 |
| Those children working at EXP/EXS or EME/WTS and whom require specific targeted support are identified and appropriate interventions are identified to achieve maximum success | MS Class teachers | Data from the summer term used to identify WTS & PYG children 17/07/23 Discussions with teachers to identify appropriate interventions to be used (Staff mtg 14/07/23) | The number of children achieving EME/EXS+ has increased to 71+%, showing the impact of targeted interventions (77% achieved) | 77% EXS+ rate to be maintained and increased further (79% achieved) | 79% EXS+ rate to be maintained and potentially increased further |

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| | | | EOT assessments & Tracking document | EOT assessments & Tracking document | |
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| Appropriate interventions are put in place for the directed time each week and are shown on intervention timetables, indicating which children will receive this support and whom will be teaching the children | Class teachers & TA's | Intervention timetables sent to MS prior to the autumn term beginning, to check interventions are planned in | Interventions put in place for those children identified on the Tracking document; data indicating which interventions are most appropriate and time planned to deliver these interventions on a regular basis | Interventions continue for those not completed in the autumn term New interventions begin for those children identified as requiring support Not consistently | Interventions continue for those not completed in the autumn term New interventions begin for those children identified as requiring support |
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| | | | Info on Google Drive | Class intervention timetables & intervention entry/exit data | |
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| Entry and exit assessments taken and all results recorded and saved | Class teachers & TA's | TA's to upload entry and exit data on the drive: Teachers – Subjects – Maths – Intervention data – 2023-2024 MS to check data after interventions completed to note impact made | <p>Exit data for those children (SEND and borderline) that have completed the set interventions show a 'good' improvement on the entry data, with Maths Ages improving and SS closer to 100, being achieved</p> <p>Exit data shows all children have made at least 4m+ progress</p> | <p>Interventions continue for those not completed in the autumn term New interventions begin for those children identified as requiring support</p> <p>Exit data shows all children have made at least 5m+ progress and are achieving a SS closer to or exceeding 100 Some interventions to continue/not complete</p> | <p>Interventions continue for those not completed in the spring term New interventions begin for those children identified as requiring support</p> <p>Exit data shows all children have made at least 5m+ progress and are achieving a SS close</p> |
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| Work in class and regular assessment opportunities to show how successful these interventions have been and how this has impacted the children's learning | MS Class teachers | Intervention impact monitoring (13 & 16/11/23) EOT assessment data analysis to record impact (11/12/23) | Most children who are receiving a set intervention are demonstrating a more confident approach to their learning and are achieving success in their class work | Most/all children who are receiving a set intervention are demonstrating a more confident approach to their learning and are achieving success in their class work | All children who are receiving a set intervention are demonstrating a more confident approach to their learning and are achieving success in their class work |
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| | | | Book scrutiny & conversations/ | Book scrutiny and Tracking document | |
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| | | | observations of children | | |
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Target 4: Teachers to ‘develop pupils’ (including SEND & PP) ability to set out their mathematics systematically and explain their thinking clearly’ **OFSTED May 2019**

Outcome: All children (including SEND & PP), have a clear and systematic approach to their learning, enabling them to explain their mathematical and reasoning to others and to identify errors made with ease

| Actions | Lead | Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for) | Impact Indicators | | |
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| | | | Autumn 23 | Spring 24 | Summer 24 |
| Ensure plenty of practice and modelling of using the ‘most efficient method’, identifying calculations that can be solved in different ways, but identifying the smallest number of steps, in order to be ensure the creation of efficient and competent mathematicians | Class teachers | Discussion with staff regarding the ‘most efficient method’ and the importance of showing this to the children to aid systematic learning (26/05/23) | Class work and EOT assessments show most children identifying and using the most efficient method for the given calculation | Class work and EOT assessments show most/all children identifying and using the most efficient method for the given calculation | Most children can identify the most efficient method of learning and explain why to encourage others’ thinking and application process |

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| | | | EOT assessment papers | Book scrutiny & learning walks | |
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| Planning checked to identify regular opportunities are provided for all children to show their own workings | MS | Planning scrutiny for next year (13/06/23) | All class planning shows a marked reduction in the use of worksheets with consistent opportunities for children to show their own work | Work with MS regarding planning will ensure all class planning shows a marked reduction in the use of worksheets with consistent opportunities for | Year 2 books will show independent learning; worksheets will only be used when appropriate, e.g. completing tables, capacity, etc. |
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| | | | | children to show their own work MS to work with OP (new WP class teacher April 24) | |
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| | | | Book scrutiny | Planning review | |
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| Planning adapted, where necessary, to enable the children to write their own calculations and show their own workings in their books, to avoid a reliance on worksheets | MS & class teachers | Time to work with teachers to adapt planning, if necessary (13/06/23) | Expectations from teachers will enable/promote more independent learners; evidence in books will demonstrate this | Clear expectations from teachers will enable/promote more independent learners; evidence in books will demonstrate this | Year 2 books will show independent learning; worksheets will only be used when appropriate, e.g. completing tables, capacity, etc. |
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| | | | Class plans & book scrutiny | Class plans & book scrutiny | |
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| A significant reduction in worksheets across all classes (from Y2 upwards), worksheets only to be used for when essential (e.g. challenges, filling in boxes, etc.) | Class teachers | Time to work with teachers to adapt planning, if necessary (13/06/23) | Most books will show less reliance on worksheets and worksheets only being used where a necessity | Most/all books will show less reliance on worksheets and worksheets only being used where a necessity MS to work with OP (new Woodpecker Class teacher April 24) | Year 2 books will show independent learning; worksheets will only be used when appropriate, e.g. completing tables, capacity, etc. |
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| | | | Book scrutiny | Book scrutiny | |
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| Teachers to ensure they show how to set work out correctly, in order to show clear, systematic thinking and to allow errors to be | Class teachers | Reminders of expectations (Staff mtg 22/05/23) Teachers to consistently share and | Most books show work is clearly and | All books show work is clearly and systematically laid | All books show clear evidence of children self |
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| noted easily | | demonstrate with children | systematically laid out Some evidence of children identifying errors made and self-correcting | out and clear evidence of children identifying errors made and self-correcting | correcting when mistakes made All books are clearly laid out, using the squares appropriately |
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| | | | Book scrutiny & lesson drop ins | Book scrutiny and learning walks | |
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| Time to be provided for all children to correct any errors/misconceptions they may have. These calculations to be shown by the side of the original calculation | Class teachers | Reminders of expectations (Staff mtg 22/05/23) | Most children's confidence grows as they are aware that it is ok to make mistakes and the importance of re-attempting questions, to develop accuracy and confidence in own Maths abilities | All children's confidence grows as they are aware that it is ok to make mistakes and the importance of re-attempting questions, to develop accuracy and confidence in own Maths ability | Children are independently identifying their own mistakes/errors made and correcting without any concerns |
| | | | Book scrutiny | Book scrutiny & learning walks | |

Target 5: To increase ALL children's reasoning and problem skills - in order to raise attainment achieved within the EOY/EOT assessments and KS1 & KS2 reasoning papers.

Outcome: ALL children's scores on EOT assessments and KS1 and KS2 SATs, show a marked increase in the number of marks achieved for the reasoning papers

| Actions | Lead | Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each | Impact Indicators | | |
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| | | term, for Maths Governor to add strengths and next steps for) | | | |
| All Maths lessons have regular planned reasoning and problem solving opportunities, through 10MM, the main lesson and set challenges | All teachers | Planning scrutiny for next year (13/06/23) | All class planning shows evidence of reasoning and problem solving activities | Planning and evidence in all children's Maths books, show regular reasoning and problem solving activities are successfully being carried out | Ensure all Maths planning has all the necessary/ required elements to both enable and extend all learners |

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| | | | Planning scrutiny & book look | Planning scrutiny & book look | |
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| Continued half-termly planned Maths investigations, to enable the children to put all their learning into practice and to develop their problem solving skills | All teachers | Action Plan focus areas shared, along with set expectation for the new academic year (Staff mtg 22/05/23) | Set activities show evidence of most children applying their learning in context | Set activities show evidence of all children applying their learning in context | A wider range of investigations to be completed, showcasing the children's mathematical knowledge in different ways |
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| | | | Table of activities on Google Drive | Book scrutiny | |
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| Weekly Challenges set for each class (on working walls), to provide regular opportunities for all children to develop their reasoning and problem solving skills further | MS to source challenges All teachers to display | MS sourced, gathered & laminated challenges, and distributed to class teachers (Staff mtg 22/05/23) | Evidence of some children attempting set weekly challenges, with accuracy | Evidence of some/all children attempting set weekly challenges, with accuracy | Evidence of all children attempting and completing set challenges within Maths lessons |
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| | | | Discussions with children/staff | Book scrutiny, lesson drop ins & learning walks | |
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| <p>KS2 to have fortnightly reasoning sessions; practising real assessment/SATs questions, to enable the children to see the types of questions that come up and have regular opportunities to solve these, with teacher support</p> | <p>KS2 class teachers</p> | <p>MS created file for Ravens' class using past KS2 SATs reasoning questions 15/05/23 MS to create or help create a folder for Kingfisher class</p> | <p>EOT assessments show 71+%+ of all children from Y1 to Y6, to be meeting ARE+ on the reasoning papers</p> | <p>EOT assessments show 71+%+ of all children from Y1 to Y6, to be meeting ARE+ on the reasoning papers Focus area - reasoning & problem solving</p> | <p>EOT assessments show 71+%+ of all children from Y1 to Y6, to be meeting ARE+ on the reasoning papers</p> |
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| | | | <p>EOT assessments & Tracking document</p> | <p>EOT assessments & Tracking document</p> | |
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Target 6: To raise the profile of Maths in school and in the wider community

Outcome: For all children to become excited and passionate learners of Maths and to see the importance of Maths in everyday life

| <p>Actions</p> | <p>Lead</p> | <p>Monitoring (All shared with Maths Governor. Maths Governor invited in for at least one session per term. Data analysis details are shared at the end of each term, for Maths Governor to add strengths and next steps for)</p> | <p>Impact Indicators</p> | | |
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| | | | <p>Autumn 23</p> | <p>Spring 24</p> | <p>Summer 24</p> |
| <p>Each class to choose one child for a Maths Award each half term, to recognise their abilities and progress within Maths</p> | <p>Teachers & TA's</p> | <p>Discussed with RA and introduced as from 15/05/23 New certificates purchased & distributed 18/05/23</p> | <p>A wide range of children being celebrated for a wide range of mathematical achievements, across the school</p> | <p>An increase in those children being recognised and celebrated for their mathematical achievements, both in class and within achiever's assemblies</p> | <p>All children feel recognised and rewarded for their Mathematical efforts and achievements</p> |

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| | | | <p>Weekly/half-termly assemblies</p> | <p>Ravens' weekly challenges & half</p> | |
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| An annual Maths Café to be established, to enable children to understand and use Maths in everyday life, and to forge links with the wider community (summer term) | MS & NO | Date added to the diary for next academic year (19/06/24) Time for MS and NO to meet and arrange | N/A | MS to work with the Maths Ambassadors, to prepare and plan for the Maths Cafe in the summer term; enabling the Maths Ambassadors to take a lead/responsibility for Maths throughout the school - Math Ambassadors role raised | All children able to apply their learning in everyday contexts and understand the importance and impact of this for their adult lives |
| | | | — | Planned meeting time | |
| Y5/6 to take part in the Virgin '£5 Grow' project each year, to identify and create a product to make a profit from (summer term) | MS | MS to register in the new academic year and add date to the diary (June 2024) (Sep 2023) | N/A | N/A | All children able to apply their learning of money and the four number operations to understand the importance and impact of saving/spending/increasing their finances for their lives now and in the future |
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| <p>To establish an annual Maths competition with our cluster schools or take part in an annual online Maths competition, to enable children to become excited and competitive with their Maths learning</p> | <p>MS</p> | <p>MS to email Nick Rice (Greenford) to discuss possibility and create cluster competition</p> <p>MS to research Maths competitions for the 2023-24 academic year</p> | <p>Most children enjoy their Maths learning and are able to showcase their abilities in a competitive way</p> <p>Mathematical friendships are explored & developed with children from other schools</p> | <p>Further competitions entered by classes and links to other schools established, where possible</p> <p>No current competitions to enter</p> | <p>Future competitions planned for and on the school diary ready for the next academic year; enabling teachers to plan and prepare accordingly</p> |
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| | | | <p>KF & Ravens' classes competed online Maths Competition during Maths Week</p> | <p>Internet searches</p> | |
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| <p>To create a team of Maths Ambassadors to promote and take responsibility for Maths learning and challenge across the school</p> | <p>All teachers</p> | <p>MS to ensure teachers chose 2 members of the class as Maths ambassadors, whose responsibilities will include picking the weekly class challenge; aiding with the Maths Café, etc.</p> | <p>Chosen children are excited about their Maths responsibilities and are encouraging and supporting others in their Maths learning journey</p> | <p>Maths Ambassadors to take a lead in classes and take on responsibilities for challenge areas, to encourage children to attempt challenges and be excited and engaged in their Maths learning</p> | <p>Maths Ambassadors have a variety of responsibilities and are able to perform each of these to a high standard, all of which have a positive impact on the children and the school</p> |
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| | | | Maths board in hall Discussions with children | Discussions with children & learning walks | |
| To engage parents in our learning of Maths at Stickland's | MS | MS to update the website to provide documents to support and aid parents with their Maths learning, in order to support and help their children Planned opportunities for Maths within Parents' Information Evenings | More parents are asking for support and guidance with Maths A higher number of parents are attending planned meetings/workshops (TBA in the spring term) | More parents are asking for support and guidance with Maths A higher number of parents are attending planned meetings/workshops To be seen on the 15th April (only 5 parents attended) | Feedback from parents is positive, where discussions indicate ideas for future Maths workshops in order to support parents further |
| | | | Guidance on school website | Guidance on school website | |