Objective 2	Success Criteria			
To be at least in line with national figures for maths. KS1 Exp 80% GD 15%, KS2 Exp 80% GD 18%	• There is a high functioning • Monitoring from senior leaders shows improved progress and attainment in all years • 100% teachers have embedded			

Key actions	Who	By when	Resources/CPD	How will this be monitored? Evidence sources? who?
1. In Foundation:				Spread sheet for Maths CPD shows an equal spread of coursed attended, lessons observed and learning walks completed. Personalised action plans for developing their practice. Completed observation proforma. Leaders will see good practice in learning walks and observations. Year teams will report confidence in the planning and delivery of maths. Books will show pupils confidence and application of skills. Books show the week of Inspirational Maths, pupils demonstrate a positive mindset to maths in questionnaires and feedback marking. All staff are using 'Big Maths Online' and 'TT Rock stars' as shown by the App. Book monitoring and peer learning walks. Learning walks and book scrutiny by the leadership team. Through peer lesson studies and team discussions. Question level analysis from SAT's papers shows greater focus in areas of measures, geometry, statistics and ratios and proportions. TT Rock stars analysis of use and the weekly winners. Book monitoring and data analysis. Triangulation of data, pupils books and teacher assessment is agreed on by members of the leadership team. Teachers show greater accuracy of judgements. Teachers show knowledge of where to find evidence for teacher assessments in their triangulation meeting. Completing and monitoring of formative assessment documentation.
• Highly trained staff – to ensure a fair spread across all staff	NP	Start September	Training budget, Cover	
• To engage in peer learning	All EYFS teachers	All year	Cover, observation proforma	
• To develop a new maths project member	NP	Autumn term		
2. In KS1				
• To develop a greater understanding of what GD is and how to get the pupils to show GD in their books.	NP	Autumn Term	PDM time	
• All pupils to have fluency and rapid recall with addition and subtraction facts.	Maths project team	All year	PDM time, peer learning	
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3. In KS2				
• To develop the Mastery approach across the school, through training an NCETM mastery lead teacher. (including a Numicon INSET day to support the school's advocate status)	NP	Over two years	PDM time, project meeting time, CPD courses for staff.	
• Develop the use of project style learning in Y6 and Y2, closing the gap between reasoning and arithmetic achievement.	NP and project team	From September – all year	PDM time, planning as a year team. Maths attacks Big maths on line and a TA to assessment times table knowledge	
• To create interim standards for each year group so assessment is more accurate and staff understand summative assessment.	NP and project team	From September – all year		