

SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> We are now teaching in pure year groups which makes planning and teaching of maths more streamlines and enables pupils to be exposed to a mastery curriculum. Staff have access to clear guidelines for each year groups methods of calculation. We also had a successful across academy maths week in Spring 17. Coleridge now has a dedicated maths lead, rather than using the hub lead. Outcomes in Maths improved at KS1 in 2017 by 2% (73-75%) Outcomes in Maths improved at KS2 in 2017 by 11% at EXS (56-67%) and by 18% at the higher level (4-22%). Progress scores from KS1-2 are outstanding at 7.7 (National Av is 0.0) 	<ul style="list-style-type: none"> Outcomes for the higher level at KS1 decreased in 2017 from 27-21%. Data analysis shows that some year groups were out performing others. Is this linked to pedagogy or assessment skills? Financial out lay required to purchase resources to support the teaching of high quality maths lessons. A review of the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes and that more cross curricular links are developed within maths. Eg strong links to maths and to D.T (a product for a purpose). New Maths lead - attend CPD to support the planning, teaching and assessment of maths across school. 	<ul style="list-style-type: none"> Assessments are being made -is this the reason it appeared some year groups and cohorts were out performing others? Once we are confident in our assessments across school then we can look closer into cohort differences (a key question from data report). SLT to review curriculum and to launch a curriculum that meets our children s needs is to be implemented January 18. CPD courses have been arranged for maths lead. Staff meeting time will then be required to share information with whole school.

Action Plan

Overarching Priority:

SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.1	<p>SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes.</p> <p>- Regular SLT curriculum review meetings</p>	SLT and subject leader input.	Summer 2 Autumn 1/2 17- to be implemented from	Release time from class to participate in review.	A curriculum is produced that meets the needs of our children and impacts positively on their science outcomes.	Once curriculum is in place- Observations	

	<ul style="list-style-type: none"> - Staff meetings - Pupil/Staff/Parent voice to be sought re: key skills required - Involvement of school council - 7 strands: SMSC; communication & language; physical; literacy; mathematics; knowledge of the world, incl. science; creative. - Implantation of a new scheme of work. 		January 2018		More cross curricular links need to developed within maths Eg strong links to maths and to D.T (a product for a purpose).	Informal drop ins Book scrutiny Planning scrutiny Pupil voice Data	
1.6	<p>Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD</p> <ul style="list-style-type: none"> - Maths leader to attend Maths subject leader course to support staff in planning/delivering high quality maths lessons including roadmap to mastery course. Then passing this information on to staff during staff meetings. - New Scheme of work has been developed and shared with staff. - In school moderation of maths across the key stages leads to accurate maths assessments being made (key question for identified year groups). 	E.D.	Beginning September 17	CPD courses at Rockingham. Staff meeting time to share information-including moderation of the assessment of maths through school.	<ul style="list-style-type: none"> - More good and outstanding maths lessons observed. - Staff voice - saying that they are becoming more confident. - 	Staff meeting time for in school moderation of maths to ensure accurate assessments are being made. Data Observations	
1.2	<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and <u>constantly demand more of pupils.</u></p> <ul style="list-style-type: none"> - Regular shared planning sessions for all staff with T&L Lead - Well-planned units are taught based on children's needs and prior assessment - Review of Maths Scheme of Work, Calculation Policy and assessment tool - SEND pupils challenged appropriately - keen focus on high needs in Y1, Y2 and Y6. 	E.D.& CL (for assessment)	Beginning September 17	New scheme of work and calculation policy. Audit of maths resources (money implications)	All staff are following the calculation policy and it is having a positive impact on the children.	Staff meeting time. Observations Informal drop ins Book scrutiny Planning scrutiny Pupil voice Data	Calculation policy completed and to be shared with staff at staff meeting on 27 th September 2017. New Scheme of work to be shared with staff at staff meeting on 27 th September 2017.

1.3	<p>Review the Marking and Feedback Policy to ensure that teachers provide incisive feedback to pupils about spelling across all subjects.</p> <ul style="list-style-type: none"> - SLT focus group established to review - Staff meeting to consult staff on the best way to do this across different key stages. 	E.D./S.R.	Beginning September 17	Staff meeting for training	<p>Book Scrutinies demonstrate that daily marking in Maths:</p> <ul style="list-style-type: none"> a) informs the pitch/ level of challenge of future learning b) provides formative feedback to address children's misconceptions <p>provides additional challenge where necessary in order to move pupils' learning forward</p>	<p>SLT</p> <p>Half termly Book Scrutiny</p> <p>- See QA Schedule</p>	
5.5	<p>Further develop opportunities for parental engagement in order to impact positively on children's progress towards expected standards.</p> <ul style="list-style-type: none"> - Year groups holding workshops for parents to develop their understanding of how maths works at Coleridge. - Inviting parents to come and join maths days/weeks that are held. 	ED	Beginning September 2017	Staff time to hold workshops for their year groups.	Parents in school being shown the methods used at Coleridge.	<p>Parental register taken at the workshops.</p> <p>Parent questionnaire</p>	
3.2	<p>The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly and the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures.</p> <ul style="list-style-type: none"> - Investigate disadvantaged and other children in key year groups (2 & 6) using Autumn data - are attaining like the others? - Provide intervention for children identified through data analysis to fill gaps. 	ED	Autumn 1	Assessment data including gap analysis Intervention time	Key children identified and targeted in interventions	<p>Increased progress at next assessment week</p>	