



# Ferndown Middle School

## Maths Subject Development Plan 2016-2017

**Primary Outcome:** 70% of children to meet or exceed to the ARE expectation in year 6.

Priority 1: Curriculum development including application of learning						
Success criteria: a) All books demonstrate a solid grasp of the key mathematical concepts and how children can independently apply them. b) Books demonstrate that strategies have been taught to enable children solve problems (for example bar modelling).						
Lead role: Daniel Lawford						
Aim	Actions	Autumn Term	Spring Term	Summer Term	Impact	Cost
To develop a culture of applied problem solving that is at the heart of teaching and learning.	<ul style="list-style-type: none"> <li>- To ensure that all lessons have an applied element of learning that deepens the understanding of the topic covered.</li> <li>- Explore applied learning as part of team meetings and plan for these moments to happen within our lessons.</li> <li>- Continued training into CPA approach to learning with a focus on pictorial strategies for problem solving.</li> <li>- Bi-weekly KS2 planning meetings for all KS2 staff.</li> <li>- Weekly KS3 planning meetings for KS3 staff during Wednesday P5.</li> <li>- All staff to complete weekly planning grids based on the weekly planning completed in class.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and plan at full team meeting on September 1<sup>st</sup>. <b>Complete</b></li> <li>- Book monitoring after 2 weeks in to ensure that evidence of applied problem solving is present. <b>Complete</b></li> <li>- Meeting minutes showing evidence of greater depth in problem solving.</li> <li>- CPD on how children can problem solve.</li> <li>- Book monitoring, learning walks and planning scrutiny. (Book monitoring has shown a shift towards greater depth in problem solving. There was still some measure of purely ritual calculation, to be expected at this stage of year, but most teachers were applying problem solving and SAT's style questioning into their work.)</li> </ul>	<ul style="list-style-type: none"> <li>- Continued CPD on how children can problem solve and reflection on Autumn Term</li> <li>- Book monitoring, learning walks and planning scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>- Book monitoring, learning walks and planning scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater consistency in the teaching across all year groups.</li> <li>- Greater depth in teaching with a focus on applied learning in all lessons.</li> </ul>	Meeting time



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Lead role: Daniel Lawford						
To include opportunities for making use of learning outside of the classroom.	<ul style="list-style-type: none"> <li>- Using planning to identify genuine opportunities where learning outside of the classroom enhances pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss at all team meetings as part of regular agenda item.</li> <li>- Minute maths meeting to evidence.</li> <li>- Look at additional resources that could be used to support outdoor learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Share moments where outdoor opportunities have been utilised as part of maths meeting.</li> <li>- Explore opportunities for getting STEM contacts into school to inspire children about maths in the real world.</li> </ul>	<ul style="list-style-type: none"> <li>- Utilise better summer weather for outdoor learning opportunities in the playground and spaces immediately beyond the school. Link these to real world situations the children can utilise.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater focus on applied learning in real world contexts and how the maths children learn is relevant to day to day life.</li> </ul>	Meeting time  Additional resources
To use content from Singapore textbooks as a foundation for curriculum development.	<ul style="list-style-type: none"> <li>- To use meeting times to train staff on the principles of Singapore teaching.</li> <li>- Utilise the expertise of Annie Nesbitt (Parley First) to develop a possible plan for the implementation of a Singapore teaching program</li> <li>- Explore Singapore maths teaching and look for opportunities to embed in our current curriculum.</li> <li>- Use mastery documents within medium term and weekly planning to show the expected level of questions that staff are to be using.</li> </ul>	<ul style="list-style-type: none"> <li>- Purchase Maths No Problem books for year 5 and 6. <b>(Complete)</b></li> <li>- Meet with AN (7<sup>th</sup> September) <b>(Complete)</b></li> <li>- Explore funding opportunities for Singapore teaching approach. <b>(Complete, we are going to mostly self-fund this but some funding is being provided by county)</b></li> <li>- Look for opportunities to embed principles in teaching. <b>(We have taken the decision to roll out earlier than planned with year 5 beginning the Singapore programme in the Autumn 2 term, year 6 will continue on our current program of study with the key principles being fed up the school) SM training completed by EH at Queen Elizabeth School and training given to year 5 team.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Book monitoring to review how Singapore approach has been embedded in day to day teaching.</li> <li>- Further team training with AN regarding implementation of Singapore approach (TBC on 7<sup>th</sup> September)</li> <li>- Review how SM and MNP books are having an impact in year 5.</li> </ul>	<ul style="list-style-type: none"> <li>- Action planning for 2017-2018 academic year when first cohort of FFS children will join having completed a year of Inspire Maths.</li> <li>- Budget and purchase MNP books for 2017-2018 academic year.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring us in line with direction of maths teaching within our pyramid.</li> <li>- Utilise the benefits of a clear and researched structure within our teaching.</li> </ul>	Maths No Problem books - £40  AN time  Meeting time  Further text book cost TBC



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Lead role: Daniel Lawford

<p>To understand the failures in the 2015-2016 academic year.</p>	<ul style="list-style-type: none"> <li>- Review 2016 sample papers and feed findings into lesson planning and subject development.</li> <li>- Utilise the expertise of Elizabeth Hammersley who is joining the FMS team.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse the SAT's and year 8 data, review findings with HT and Maths team.</li> <li>- Meet with EH to discuss differences and failings. <b>Ongoing but complete</b></li> <li>- Children take 2016 Sample paper and analyse results. <b>Current year 6 have taken the 2016 mocks and QLA will be completed in the first week of the Spring term.</b></li> <li>- Review ARE documents and adjust to incorporate more of TA framework as opposed to NAHT documentation. <b>Year 5 and 6 ARE documents reviewed and brought further inline with the NC standards. ARE documents have a greater emphasis on achieving all of the standards.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Children to take 2016 SAT's paper. Analyse weakness and compare to 16/17 cohort. (This will lead into further intervention)</li> <li>- Produce guidance sheet for parents relating to completing SAT's and further support they can give at home.</li> </ul>		<ul style="list-style-type: none"> <li>- From an understanding of the success of last year, a foundation for avoiding mistakes this year can be formed.</li> <li>- Increased intensity in teaching for the whole year and not just in the run up to SAT's.</li> </ul>	<p>Photocopying of test papers (Sample and 2016)</p>
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Lead role: Daniel Lawford

<p>To embed a rigorous approach to teaching maths vocabulary.</p>	<ul style="list-style-type: none"> <li>- Look at the vocabulary in the SAT's paper this year and analyse how it is being used.</li> <li>- Use the vocabulary book produced by Karen Jackson as a starting point.</li> <li>- Include key vocabulary as part of our team planning and embed language variation as part of each lesson.</li> <li>- Ensure that all lessons vary the language they are using in the questions set.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at vocabulary used within 2016 SAT's and Sample papers.</li> <li>- Look at vocabulary book produced by KJ and explore its suitability for use in FMS. <b>Maths booklet e-mailed to all staff and published on the school website.</b></li> <li>- Create plan for deeper teaching of maths vocabulary and implement beginning Autumn 2. <b>A high expectation of maths vocabulary was evidence on all learning walks although we have not explicitly taught it. The greater focus on problem solving and applied learning has led to more maths vocabulary being explored.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Review how maths vocabulary is being developed and the impact that it is having on deeper level problem solving.</li> <li>- Continue to develop maths vocabulary teaching.</li> <li>- Publish vocabulary resources online for parental engagement. <b>Complete</b></li> </ul>		<ul style="list-style-type: none"> <li>- Children have a deeper awareness of the variety of language that can be used and actively seek to understand how this relates to the dynamics of the question.</li> </ul>	<p>Photocopying Meeting time</p>
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Lead role: Daniel Lawford						
To embed arithmetic practice for year 5 and 6 to allow more lesson time for problem solving.	<ul style="list-style-type: none"> <li>- Use arithmetic videos in weekly tutor time slot for children to practice.</li> <li>- Include one problem solving question within the arithmetic paper.</li> <li>- Post arithmetic videos online for parents to engage their children in.</li> </ul>	<ul style="list-style-type: none"> <li>- Create arithmetic videos ready for Autumn 1 and train tutors ready to use them. <b>All year 6 children were given arithmetic booklets based on the ones published on the website as producing weekly videos proved to intensive.</b></li> <li>- Post all arithmetic videos online via the maths page of the website. <b>Complete – this has been achieved through the purchase of a maths buster resource. All year 6 parents e-mail a link and how to guide.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Review arithmetic progress via book scrutiny to ensure that all children have enough evidence and are able to apply their learning.</li> </ul>		<ul style="list-style-type: none"> <li>- Use of arithmetic becomes more on-going freeing up more lesson time for applied learning.</li> <li>- Arithmetic learning leads to problem solving.</li> </ul>	Vimeo hosting £40 per annum  Tutor time  Video creation time
To monitor the impact of curriculum development via book scrutiny, learning walks, planning scrutiny to ensure development of curriculum.	<ul style="list-style-type: none"> <li>- Weekly book monitoring of each year group on a rotation basis and complete monitoring log.</li> <li>- Feedback to teachers and give direction where necessary to address inconsistencies in planning and delivery.</li> <li>- Set clear book expectations at the start of the year.</li> <li>- Regular learning works across all year groups.</li> <li>- Feedback to staff about their lesson and areas for improvement.</li> <li>- Check planning once a half-term to ensure that team planning documents are being adapted and personalised for individual teaching groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Autumn 1 Monitoring Week (19<sup>th</sup> September) <b>Complete</b></li> <li>- Autumn 2 Monitoring Week (14<sup>th</sup> November) <b>Complete</b></li> </ul>	<ul style="list-style-type: none"> <li>- Spring monitoring weeks TBC</li> </ul>	<ul style="list-style-type: none"> <li>- Summer monitoring weeks TBC</li> </ul>	<ul style="list-style-type: none"> <li>- Greater level of accountability and feedback given to staff at more regular intervals will lead to quick subject development.</li> </ul>	Potential cover implications for learning walks



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## Maths Subject Development Plan 2016-2017

**Priority 2: Intervention**

Success criteria;

- a) Clear identification of children who require both short and longer intervention across KS2.
- b) All teachers using regular formative assessment and responding the needs of the children they are teaching.
- c) Regular intervention that follows and agreed process for both short term and longer term intervention.

Lead role; Daniel Lawford

Aim	Actions	Autumn Term	Spring Term	Summer Term	Impact	Cost
To provide <b>timely intervention</b> across the year group for any child not making the expectations for the two week module just taught.	<ul style="list-style-type: none"> <li>- Head of Maths to create a system for year 6 teachers to submit on a two weekly basis whether a child needs further intervention on a topic.</li> <li>- Head of Maths to coordinate running of intervention sessions during tutor times and provide additional home learning to support.</li> <li>- Explore the use of teaching assistant to support intervention delivery.</li> <li>- Engage parents in intervention by providing feedback and on-going work to complete.</li> <li>- Utilise the expertise of GP in the support and delivery of intervention program.</li> <li>- Alison Rixon to work with year 7 to help children bridge the gap from last years SAT's.</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with Geoff Pike and Alison Rixon to discuss involvement and best timings. <span style="color: green;">(Complete, AR has been employed for two days a week to provide support via an intervention program, this is still being refined as we look to the best way to ensure children do not miss large portions of the curriculum)</span></li> <li>- DL to share intervention plan with team at team meeting and refine as necessary. <span style="color: green;">Spring term year 6 intervention plan complete and e-mailed to staff.</span></li> <li>- DL to produce standard letter that can be modified and sent to parents when a child completes an intervention.</li> </ul>	<ul style="list-style-type: none"> <li>- Further details to be added once Autumn intervention established.</li> </ul>	<ul style="list-style-type: none"> <li>- Further details to be added once Autumn intervention established.</li> </ul>	<ul style="list-style-type: none"> <li>- Timely intervention with seek to regularly intervene after each taught module and therefore address concerns in understanding more rapidly.</li> </ul>	Meeting time  GP time  AR cost
		<ul style="list-style-type: none"> <li>- 2 week 'Timely Intervention' to run all year round based on the teaching schedule. <span style="color: orange;">This has been reviewed and AR has now been placed more in classrooms to complete this level of intervention.</span></li> <li>- Chris Ellaby to be used in the Spring term to complete intervention in tutor times. See Spring term year 6 intervention plan.</li> </ul>				



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a) Clear identification of children who require both short and longer intervention across KS2.						
b) All teachers using regular formative assessment and responding the needs of the children they are teaching.						
c) Regular intervention that follows and agreed process for both short term and longer term intervention.						
Lead role; Daniel Lawford						
Use of ARE documents for on-going formative assessment.	<ul style="list-style-type: none"> <li>- Head of Maths to review ARE documents and see if year 5 and 6 documents needs strengthening as NAHT documents are a condensed summary of the curriculum.</li> <li>- One ARE document to be produced for each teaching class.</li> <li>- Training provided on how the documents will be used to track attain and progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Review ARE documents by 15<sup>th</sup> September and update with team. <b>Complete</b></li> <li>- Produce digital copies of ARE, one per child (organised in teaching group files) for staff to use and annotate.</li> <li>- Meet with team to introduce how to use ARE tracking documents this year.</li> </ul>				Meeting time



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a) Clear identification of children who require both short and longer intervention across KS2. b) All teachers using regular formative assessment and responding the needs of the children they are teaching. c) Regular intervention that follows and agreed process for both short term and longer term intervention.						
Lead role; Daniel Lawford						
Numicon intervention to be provided for children identified to be working well below the age related expectations.	<ul style="list-style-type: none"> <li>- Head of Maths to research us of Numicon intervention using purchased manuals.</li> <li>- Tracy Pope to receive further guidance on running Numicon intervention.</li> <li>- Identify year 5 students requiring intervention early in September to complete 10 week Numicon intervention.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Autumn 1</b> – DL to provide training for TP to prepare her for greater ownership of Numicon intervention. (Numicon intervention up and running with TP working with a number of groups of children for short 30 minute slots – DL will review with TP the success of this and refine for the next rotation)</li> <li>- Identify a time and children that Numicon Intervention would work for both year 5 and 6. TP has completed to intervention groups over a 10 week period. Two new groups to be selected for the Spring term.</li> <li>- <b>Autumn 2</b> – 7 sessions of Numicon Intervention for both year 5 and 6.</li> <li>- Review with TP how intervention went and measure progress of children.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Spring 1</b> – 7 sessions of Numicon Intervention for both year 5 and 6</li> <li>- <b>Spring 2</b> – 7 sessions of Numicon Intervention for both year 5 and 6</li> <li>- Review Spring term with TP.</li> </ul>	<ul style="list-style-type: none"> <li>- Summer intervention program to be decided in light of final SAT's p</li> <li>- preparations.</li> </ul>	<ul style="list-style-type: none"> <li>- Investment previously made in Numicon intervention to be fully utilised.</li> <li>- Children well below ARE and with significant number weaknesses will close the gap in understanding.</li> </ul>	TP training time  Photocopying



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## Maths Subject Development Plan 2016-2017

### Priority 3: Consistent and applied homework

Success criteria;

- Clear and consistent homework that consolidates the learning of pupils.
- Homework that applies learning and is not repetitive calculation.
- Consistent of homework is good across all year groups; in relation to frequency it is set and depth of learning.

Lead role; Daniel Lawford

Aim	Actions	Autumn Term	Spring Term	Summer Term	Impact	Cost
To implement a new homework scheme for year 5 and 6.	<ul style="list-style-type: none"> <li>Head of Maths to develop scheme of work relating to the Number and Calculation strands and provide training to staff about implementing.</li> <li>All KS2 team to use homework scheme and then adjust for their teaching groups.</li> </ul>	<ul style="list-style-type: none"> <li>Share Autumn term homework scheme with team and demonstrate how to use. <b>(Complete – homework scheme created and rolled out across KS2, the principles and framework have been adopted in KS3 earlier than anticipated but with a slightly adjusted modelled. We have taken on board feedback from some parents about how to improve the scheme)</b></li> <li>Explore how more consistent homework schemes could be used within KS3 teaching. <b>(Complete)</b></li> </ul>	<ul style="list-style-type: none"> <li>Share Spring term homework scheme.</li> </ul>	<ul style="list-style-type: none"> <li>Share Summer term homework scheme.</li> </ul>	<ul style="list-style-type: none"> <li>All children to have clear and consistent homework that they can use.</li> <li>Homework will signpost additional learning for all children.</li> </ul>	<ul style="list-style-type: none"> <li>Photocopying cost.</li> <li>Time to create homework sheets.</li> </ul>
To monitor homework being set via Show My Homework and homework book monitoring.	<ul style="list-style-type: none"> <li>Dominy Dawson to create a weekly report of homework being set to ensure consistency.</li> </ul>	<ul style="list-style-type: none"> <li>DL to report to JS on consistency and quality of homework. <b>(JS monitoring consistency of homework being set as part of the SDP)</b></li> </ul>	<ul style="list-style-type: none"> <li>DL to report to JS on consistency and quality of homework.</li> </ul>	<ul style="list-style-type: none"> <li>DL to report to JS on consistency and quality of homework.</li> </ul>	<ul style="list-style-type: none"> <li>Homework is set for all available weeks across the year.</li> <li>Children are held accountable for the completion of their homework.</li> </ul>	DD time
Review success of homework on a termly basis.	<ul style="list-style-type: none"> <li>Team discussion at meeting</li> </ul>	<ul style="list-style-type: none"> <li>Autumn 1 Review <b>New homework scheme has been well received by pupils (JS interviews) and has a higher than average turn in rate.</b></li> </ul>	<ul style="list-style-type: none"> <li>Autumn 2 and Spring 1 Review</li> </ul>	<ul style="list-style-type: none"> <li>Summer Review</li> </ul>	<ul style="list-style-type: none"> <li>A clear understanding of the impact homework is having on learning.</li> </ul>	Meeting time



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## Maths Subject Development Plan 2016-2017

Priority 4: Parental Engagement						
Success criteria; a) Parents become actively involved in the children's learning. b) Children play a role in the completion of homework and engage with the additional support resources made available.						
Lead role; Daniel Lawford						
Aim	Actions	Autumn Term	Spring Term	Summer Term	Impact	Cost
To utilise the facilities of the school website as an opportunity to provide additional support to all parents.	<ul style="list-style-type: none"> <li>- To produce a series of instructional videos that are linked to via the new homework scheme of work (QR codes)</li> <li>- To post 10 minute arithmetic videos online so parents can access and use.</li> </ul>	<ul style="list-style-type: none"> <li>- Set up paid for Vimeo account to host videos and talk to PW about allowing access to the channel.</li> <li>- DL to write covering letter to go home with first homework sheet explaining how to access support videos and documentation on the maths page. <b>Complete</b></li> <li>- Create Autumn support videos and use QR codes to link it to the website. <b>Support videos have proved to intensive to created. Video resources have been purchased (£15) and posted online.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Review success of parental engagement using statistic provided from website and vimeo.</li> <li>- Continue to develop collection of video resources for use by parents and children.</li> <li>- Explore how the team can begin to create their own video resources.</li> </ul>	<ul style="list-style-type: none"> <li>- Review success of parental engagement using statistic provided from website and vimeo.</li> <li>- Continue to develop collection of video resources for use by parents and children.</li> <li>- Encourage others in the team to create their own support videos for use of the website.</li> <li>- Review how the developed website manages video content.</li> </ul>	<ul style="list-style-type: none"> <li>- All parents will have access to expert help that fall directly in line with how we teach at FMS.</li> <li>- Teachers will have readily available resources that they can signpost to parents to support their children.</li> </ul>	£49.95
To engage parents in regular curriculum evenings in order to show opportunities for parents to engage in homework and support their child's learning.	<ul style="list-style-type: none"> <li>- Complete 3 curriculum evenings (one per term) to engage parents, show them resources, raise the expectation and give them home support techniques.</li> <li>- Confirm all dates for curriculum evenings with SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Curriculum Evening 1 (28<sup>th</sup> September)</b> All parents looking at number and calculation strategies used at FMS and how to support parents. Parents signposted to additional resources and how to use the website. <b>Complete. 90 parents attended.</b> Additional year 6 session carried out by CS.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Curriculum Evening 2 (18<sup>th</sup> January)</b> Continue the journey with parents looking at how they can support their children.</li> <li>- Year 6 to focus on preparation for SAT's and highlight further resources to use.</li> <li>- Parents to fill in session feedback form to further improve workshop evenings.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Curriculum Evening 3 (1<sup>st</sup> March)</b> Continue the journey with parents looking at how they can support their children.</li> <li>- Parents to fill in session feedback form to further improve workshop evenings.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents have a deeper understanding of how we teach maths and how they can support their children.</li> <li>- More parents know the additional resources available and how they can be used to support their children.</li> </ul>	Time volunteered by the maths team.  Refreshment cost (approximately £20 per evening)



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## Maths Subject Development Plan 2016-2017

**Priority 4: Parental Engagement**

Success criteria;  
 a) Parents become actively involved in the children's learning.  
 b) Children play a role in the completion of homework and engage with the additional support resources made available.

**Lead role;** Daniel Lawford

To provide timely feedback to parents regarding intervention offered via a fixed format.	- When intervention happens for children who have failed to understand a topic, intervention will be offered to the child that next week and additional support resources given to parents to support home learning.	- DL to create standard letter for intervention to be sent home to parents after the completion of a teaching unit <i>and if</i> that child does not meet the agreed standard. (Letter to outline intervention and signpost other available resources). <span style="color: green;">Complete</span>	- See intervention for further details of timely intervention scheme.		- Parents have a greater level of understanding of pupils progress in all areas of maths at more regular intervals and not just formal assessment points.	Printing of letters
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## Maths Subject Development Plan 2016-2017

**Priority 5: Year 7 Catch Up**

Success criteria;  
 a) For most children who failed to reach the ARE expectation to receive additional support to help them achieve the year 6 standard.  
 b) For a robust program of intervention to help close the gap in attainment from last year.

**Lead role;** Daniel Lawford

Aim	Actions	Autumn Term	Spring Term	Summer Term	Impact	Cost
Utilise Alison Rixon, a specialist maths teacher in an intervention program.	- AR to run specific intervention program for year 7's who should have achieved the ARE. Group to change once a term (10 week intervention session).	- Book monitoring (intervention work to be sent back to be added to children's book to ensure impact can be measured). - Formal testing analysis	- Book monitoring. - Formal testing analysis	- Book monitoring. - Formal testing analysis	- Close the gap between those children who made the standard and those more able who did not.	
Enhance Year 7 lessons with use of Maths Specialist TA (trained teacher CE)	- CE to join year 7 lessons to provide additional support, work with groups.	- Book monitoring (intervention work to be sent back to be added to children's book to ensure impact can be measured). - Formal testing analysis	- Book monitoring. - Formal testing analysis	- Book monitoring. - Formal testing analysis	-	