

How will you know that it is working?

Do staff feel the approach is feasible and useful?

**Short term**

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6 in 6 introduced across school

Staff awareness of pre-teaching is secure.

Pre -teaching started during assembly times.

Target children identified by Maths lead and monitored.

How will pupils, teachers and the school benefit?

**Short Term**

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* Staff awareness of pre-teaching is secure.
* Pre -teaching started during assembly times.
* Target children identified by Maths lead and monitored.

**Medium Term**

* Class Dojo and Facebook used to raise presence of Maths.
* TTR and Numberbots – all children to have signed in and access at home.
* Parent classes/ You Tube videos used to support home learning.

**Long Term**

* IT equipment is used to support times tables and Maths.
* Homework engagement is around the 90% mark.
* MTC at least 3 children to score full marks.,
* Mean MTC mark 20+
* Maths Lessons are fun and engaging and children have access to a variety of question types.
* GD pupils in Y4 and Y1 above 10%.
*

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**Marsh Lane Primary School**

Implementation plan – Maths

This resource supports the [*Putting Evidence to Work: A School’s Guide to Implementation*](https://eef.li/implementation/)guidance report.

Final Outcomes (and so?)

Implementation Outcomes (how well?)

Implementation Activities (how?)

**Results**

* LS as PE lead to focus on target children and ensure interventions are having an impact.
* HLTA – KW employed and will work across Y4- pulling Maths interventions as required.
* Introduction of Mid-Lesson Challenge to challenge HA children using test-base, I- see reasoning.
* Purchase of I-Pads/ Chrome Books (same as Mylnhurst) to allow quicker response time to the MTC.
* Purchase of TTR to allow practice of times tables and quicker recall.

**Staff/ Teaching**

* Introduce KAGAN cooperative learning for Maths. KAGAN inset day.
* Muddy Puddles Training.
* Team Teaching opportunities- plan and deliver Maths lesson together.
* Pre-Teaching to take place during assembly time. TA rota in place to support this.

**Student**

* 6 in 6 introduced in lessons to increase children’s recall and memory.

**Homework/ Parents**

* Purchase TTR and Numbots to replace My Maths.
* Hold a parents coffee morning explaining the app and let parents experience it.
* School, You Tube Channel/ video uploaded to Class Dojo explaining different Maths Methods so parents can support learning at home.
* Homework club established 1x dinner a week for those unable to access at home.
* TTR engagement award presented each week in gold award assembly.

Intervention Description (what?)

**Active ingredient 1**

*Results*

* Focus groups for Y1 and Y4 Math need to be identified early on.
* Extra TA support will be allocated to those classrooms- timetable to reflect this.
* Increased Greater Depth challenge and exposure.
* Large focus on MTC and increased results.

**Active ingredient 2**

*Staff/ teaching*

* Encourage use of less worksheets.
* Active and outdoor learning used across school.
* Pre- Teach to happen during assembly times. Staff meeting explaining what pre-teaching means – SDW to deliver.

**Active ingredient 3**

*Students*

* Recall and memory started used in class consistently across school.

**Active ingredient 4**

*Homework/ Parents*

* Purchase of new Maths homework site which will increase engagement.
* Parent Survey 3 months in to review this.
* Parents support provided with Maths and new methods of learning.

Problem (why?)

**Maths**

**Results**

* The MTC results for school were lower than expected with only one child getting 25/25 and a mean score of 18.
* Greater Depth Maths for Y1 and Y4 0%.
* Year 4 Maths at expected standard 64%

**Staff / Teaching**

* Whiterose is used across school which allows for a progressive sequencing of objectives but has also results in staff being less creative and more prescriptive- relying heavily on worksheets and PPTs from Whiterose.
* Little to now pre-teach is taking place in school to help close the gap.
* HA pupils are often not challenged enough in class.

**Students**

* Students enjoy Maths but sometimes struggle to recall times table facts and to remember the basic 4 operations.

**Homework/ Parents**

* Engagement with My Maths is poor and parents/ staff are not impressed with the platform. Parent surveys show it is often glitching and doesn’t work on certain devices.
* Some parents have negative perception of Maths from when they were at school and don’t feel equipped to support their child with homework using new methods e.g. bus stop.