

**Sandhill View Academy Area Action Plan**

**Academy Area: Numeracy**

**Period of Action: June 2017 – June 2018**

**Created: 7th July 2017**

**Most recently edited: Monday 2nd October 2017**

**Key Priorities for Area**

1. **Achievement** 
   1. **To ensure pupils who enter yr7 below age expectations in Math’s are supported and offered catch up intervention.**
   2. **Ensure that disadvantaged pupils who fall behind their targets are supported and given targeted intervention.**
   3. **Raise achievement in numeracy by making sure all KS3 pupils regularly practice basic skills.**
   4. **Continued support given for yr7 into yr8 intervention tutor group.**
   5. **To Ensure boys are inspired and supported in Numeracy.**
2. **Teaching, Learning & Assessment**
   1. **Ensure that numeracy is delivered consistently across the curriculum.**
   2. **Give Staff the support they need to effectively deliver the new numeracy content present in their subject.**
   3. **Increase the presence of numeracy in STEM days.**
3. **Personal Development, Behaviour & Welfare**
   1. **Promote pupil welfare by ensuring pupils in yr7 and yr8 are more confident in telling time.**
   2. **Raise aspirations of pupils and promote problem solving skills.**
   3. **Strengthen parental engagement.**
4. **Leadership & Management**
   1. **Ensure Numeracy and Calculation policies are up to date.**
   2. **Strengthen links with feeder primary schools.**
   3. **Increase student awareness of numeracy across the curriculum.**

**Achievement**

1. **To ensure pupils who enter yr7 below age expectations in Math’s are supported and offered catch up intervention.**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Year 7catch up intervention tutor group.**  A numeracy /literacy intervention tutor group for year 7 (below national). Aim to increase confidence and ability. | SF/ and English teacher  Overseen by HG | Start Sept 2017 | Catch up funding used for success maker and any workbooks/resources needed throughout school year | Tutor group receives specialist numeracy/literacy intervention alongside tutor program. SF two days/English two days. (opportunities for peer mentoring  Tutor starts sept 2017. Progress monitored through 8 weekly assessment cycle.  Sub group to be created on SISRA of catch-up tutor group to allow impact analysis and tracking  Success maker tracking system also used to measure impact. Reviewed half termly  Learning walks and student voice completed by Oct 2017 | SISRA Data  Learning walks  Student voice  Success maker data | Students demonstrate a percentage progress of gains through success maker.  Students demonstrate progress in assessments over the year. |  |
| **One extra numeracy session per week for the yr7 intervention tutor group**  This will give them extra time to complete the success maker programme. | LR overseen by HG | Start Sep 2017 | Catch up funding used for success maker and support staff LR to take pupils out of a different lesson once a week. | Pupils to be taken out of a different lesson once a week to complete extra time on success maker.  Tutor starts sept 2017. Progress monitored through 8 weekly assessment cycle.  Sub group to be created on SISRA of catch-up tutor group to allow impact analysis and tracking  Success maker tracking system also used to measure impact. Reviewed half termly  Learning walks and student voice completed by Oct 2017 | SISRA Data  Learning walks  Student voice  Success maker data | Students demonstrate a percentage progress of gains through success maker.  Students demonstrate progress in assessments over the year. |  |

1. **Ensure that disadvantaged pupils who fall behind targets are supported and given targeted intervention**

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| **Tutor time numeracy**  Support pupils who are identified as falling behind their target. | SF/HG |  | Further use of catch up funding for resources needed and Will use Active Learn (already subscribed to by school) | During tutor time up to 10 pupils from ks3 and year 9 to be selected for targeted intervention. Between 1 and 2 days a week, monitored every 8 weeks.  Progress monitored through 8 weekly assessment cycle to monitor math’s progress/impact against targets  Active Learn monitored and pupils must achieve 80% on specified topics before moving on.  Groups reviewed in line with 8 weekly cycle and changed depending on data. | Learning walks  SISRA  Active Learn data | Students achieve at least 80% on Active Learn and is signed off by SF/HG.  Progress made on assessments. |  |
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1. **Raise achievement in numeracy by making sure all pupils regularly practice basic skills**

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| **ETT Numeracy**  Numeracy Ninja program for KS3 and year 9 | NR/ Tutors | Every Thursday from sept 2017 | Free resource.  Funding to print resources | Tracking sheet completed by tutor after every test monitor impact and that been complete  Learning walks monitor that is completed correctly  Student voice  Every term certificates given to each year group for most improved and expert. | SISRA  NN Tracking sheet  Learning walks | Impact on mathematics results  Increased confidence and retention  KS3 improvement in mathematics progress data |  |
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1. **To continue to support for yr7 into yr8 intervention tutor group.**

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| **Yr7 into yr8 tutor group to run two mornings a week.**  To continue support for the current yr7’s moving into yr8 | SF to take numeracy tutor group | Every Monday and Tuesday from Sep 2017 | Catch up funding to pay for Success maker. | Aim to keep the current yr7 intervention tutor group the same so that they further their progress and increase their confidence in numeracy. Pupils will still work through Success Maker programme  Tutor starts sept 2017. Progress monitored through 8 weekly assessment cycle.  Success maker tracking system also used to measure impact. Reviewed half termly  Learning walks and student voice completed by Oct 2017 | Learning walks  Student voice  Success maker data | Students demonstrate a percentage progress of gains through success maker.  Students demonstrate progress in assessments over the year. |  |

1. **To Ensure boys are inspired and supported in Numeracy**

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| **To inspire and engage boys in Numeracy.** | HG to arrange numeracy workshop days. | Aim to be complete for Feb 2018 | Numeracy Funding to pay for Numeracy workshops. | Will contact workshop providers to discuss logistics and prices.  Discuss with AG.  Set up date for event to take place. | Student voice  Feedback from teachers. | Boys enthusiasm for numeracy is increased. |  |
| **To make sure boys are supported with their numeracy.** | HG to monitor progress of ks3 boys every 8 weeks and target for tutor time intervention if needed. | Monitor every 8 weeks. Intervention to take place during tutor time. | N/A | Review ks3 data every 8 weeks.  Target any boys who are falling behind their age expectations.  Track progress. | Completion of online numeracy tasks (minimum of 80%).  Pupil achievement. | Boys become more confident in areas of numeracy they were struggling with.  Students demonstrate progress in assessments over the year. |  |
| **Engage boys with numeracy in lessons** | All staff | By Oct half term | NA | Will laisse with math’s head of department to discuss how topics can be delivered with a big focus on making it relevant to boys.  Will email other departments to get feedback on how they make numeracy tasks relevant to boys.  Will help staff come up with ideas on how to implement this into their lessons | Learning walks  Evidence in lesson planning | Boys become more interested in numeracy and raise achievement. |  |

**Teaching, Learning & Assessment**

1. **Ensure that numeracy is delivered consistently across the curriculum**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Numeracy Audit**  Whole school involvement to ensure numeracy is delivered consistently throughout the school. | Subject leaders/HG | Aim to be completed by Oct 2016 |  | Will meet with subject leaders to discuss new numeracy aspects of SOW.  Offer training and resources  Evidence in planning and SOL.  Support sessions across subjects. | Evidence of numeracy in lessons | Clear evidence of where numeracy opportunities are embedded across the curriculum and key stages. |  |
| **Programme of CPD to engage staff in numeracy**  CPD to inform staff of the whole school numeracy. | FNW/HG | Ongoing | Time to plan, attend CPD and funding for resources/guest speakers | Whole school CPD to give updates on the development plan and targets for coming year/ review last year  More in depth CPD for new staff and NQT’s to discuss numeracy and calculation policy and offer and additional support.  Learning walks to assess impact with results shared with staff and on shared area  CPD feedback | Learning walks  CPD feedback  Work scrutiny | Increased identification and correct use of numeracy skills evident in work scrutiny/observations/learning walks. |  |

1. **Give Staff the support they need to effectively deliver the new numeracy content present in their subject**

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| **Numeracy working group (Staff)**  A group set up with different department members where any issues can be raised and support offered. | HG and nominated members of staff | Set up by Dec 2016 | Windows of time for staff to meet within school calendar | Representatives from each department meet altogether or at times specific departments to discuss numeracy across the curriculum and methods of teaching certain topics.  Opportunities to request and receive support from the mathematics department  Monitor through teacher feedback and SOL  Evidence of numeracy across the curriculum embedded in SOL and planning and shared methods on learning walk cycle. | Teacher feedback  Learning walks  Work scrutiny’s | Numeracy opportunities are embedded across the curriculum and key stages  Improved numeracy skills across subjects |  |

1. Increase the presence of numeracy in STEM days

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **STEM**  Offer STEM opportunities across KS3 | HG/GB | July 18 on going | Funding for STEM day projects and ongoing STEM club/Student ambassadors | Meet with GB to discuss how to raise the profile of numeracy within the STEM days.  Build networks with STEM Ambassadors. All student’s complete national discovery award. Top sets in year 8 and year 9 complete bronze Crest award | Student voice  Observation feedback  Completion of Crest discovery, bronze and silver (2017 )awards | Student awarded nationally recognised awards.  Increased awareness of STEM opportunities/potential careers throughout the school |  |
| **Ensure a strong link between Science and Math’s Departments.** | Math’s Dep and Science Dep | Ongoing |  | Subject leaders to meet and agree topics that are present in both subjects and agree one way they should be taught.  Best practice and resources to be shared with science. | Learning walks  Evidence in planning | Students able to make stronger links between maths and science topics.  Students having a better understanding of those topics. |  |

**Personal Development, Behaviour & Welfare**

1. Promote pupil welfare by ensuring pupils in yr7 and yr8 are more confident in telling time.

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Time – learnt during ETT for yr7 and yr8 & same clock in every classroom (GT)** | HG | January 18 | Funding for clocks | Same clock in every classroom with (quarter past/half past etc. clear)  Create and ETT session to given to tutors.  ETT sessions to ensure all students can tell the time | Student voice  Learning walks | Increase in students who can tell the time  Improvement in related areas of MFL and Maths etc. as a result |  |

1. Raise aspirations of pupils and promote problem solving skills.

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Yr7 and yr8 high achievers to be taken on problem solving days.** | HG | By June 2018 | Catch up funding used to pay for hire of escape room. | Identify a group of students and contact escape room to arrange visit.  Pupils to be taken to an escape room where they would have to use problem solving skills to find their way out. | **Student voice** | **Increased enthusiasm and ability for numeracy and problem solving.** |  |
| **Whole school Numeracy problems/challenges**  Numeracy problems given to all pupils to promote engagement and enthusiasm. | HG/Tutors/Math’s dept | Half term or bi weekly focus  First one completed by Oct 2016 | Funding for resources and prizes  Time to organise | Students presented with numeracy problem or challenge around the school and given a deadline for entries.  Promote within assemblies and notice boards  All resources uploaded to shared area  Monitored by ETT Student voice/Learning walks. Monitor progress of SOL. Keep to deadlines. | Learning walks  Student voice | Stronger use of numeracy skills amongst students evident in work scrutiny/observations/learning walks.  Evidence of independent learning |  |
| **ETT Numeracy projects**  Countdown | HG/Tutors | Term focus | Funding for resources and prizes  Time to organise | Promote within assemblies.  Termly inter-tutor countdown championship  All resources uploaded to shared area  Monitored by ETT Student voice/Learning walks. Monitor progress of SOL. Keep to deadlines. | Learning walks  Student voice | Stronger use of numeracy skills amongst students evident in work scrutiny/observations/learning walks.  Promotion of Dragons’ Den assembly in soundbites and finals assembly.  Evidence of independent learning and reduced teacher talk in ETT numeracy |  |

1. Strengthen parental engagement.

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Parent Problem**  Create monthly tasks to keep parents interested and engaged about numeracy. | NR/Students | Monthly first one October 2016 | Funding for resources and prizes  Time to organise | Monthly parent problem Parents submit their entry by email or in reception.  Promoted on twitter, Facebook and the website. | Parent participation | Improving connections with parents |  |

**Leadership & Management**

1. **Ensure Numeracy and Calculation policies are up to date**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Numeracy policy up-to date**  Review policy | HG | Sep 2017 | Time in INSET day | Ensure all new staff aware of policy.  Numeracy Policy given to all staff. | All staff are aware of and have copy of numeracy policy  Learning walks | Stronger use of numeracy skills amongst students evident in work scrutiny/observations/learning walks.  Numeracy evident in planning  Policy shared with all staff |  |
| **Numeracy Calculation Policy**  Consistent approach across the academy to numeracy | NR | Oct 2016 |  | Calculation policy reviewed and given to staff in CPD for consultation | All staff aware and reflect upon calculation policy in their practice  Staff feedback on policy & signed | Stronger use of numeracy skills amongst students evident in work scrutiny/observations/learning walks.  Numeracy evident in planning  Policy shared with all staff |  |

1. **Strengthen links with feeder primary schools.**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Deliver specialist teaching to KS2 students**  Improve networks with feeder primaries through offering workshops and CPD | HG and math’s department | On going | Time to visit primary schools | Increase in the number of level 5 and 6 students entering the academy  Have specialist sessions for level 5-6 students to support level 6 SATS | KS2 entry levels  Baseline results | Raised KS2 entry levels |  |

1. **Increase student awareness of numeracy across the curriculum.**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Subject specific numeracy posters** | HG  All subject areas | In place by Oct 2017 | Numeracy funding used to print large scale posters for classrooms. These have already been printed and just need to be distributed. | Numeracy for …… display boards in each subject area  My lucky number is door signs….  Evidence of posters displayed in classrooms  Students clear where numeracy is across the curriculum  Evidenced through learning walks and student voice. | Student voice  Learning walks | Increase student awareness about math’s in everyday life  Student can identify where numeracy is across the curriculum |  |