

**Sandhill View Academy Area Action Plan**

**Academy Area: Numeracy**

**Period of Action: June 2018 – June 2019**

**Created: July 2018**

**Most recently edited: Friday 24th June 2018**

**Key Priorities for Area**

1. **Achievement** 
   1. **To ensure pupils who enter yr7 below age expectations in Math’s are supported.**
   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. **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.**

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Extra numeracy sessions per week for the 7F intervention group** | LH | Start Sep 2018 | LH to ensure that Math’s life skills are being taught.  AG to monitor and support this process. | Progress monitored through assessment cycle.  Learning walks and student voice completed by Oct 2018 | SISRA Data  Learning walks  Student voice | Students demonstrate progress in assessments over the year. |  |
| **Teachers to monitor all pupils who are under age expectations through instant feedback and targeted questions during lessons** | KS3 math’s teachers | Start Sep 2018 | Class to analise KS3 data at data capture points. Identify students who are still WT and set intervention for further support. | Progress monitored through assessment cycle.  Learning walks and student voice completed by Oct 2018 | SISRA Data  Learning walks  Student voice | Students demonstrate progress in assessments over the year. |  |
| **Revision material to be supplied for all students who are WA and given the opportunity for one on one support from a member of the Math’s Department** | All Math’s teachers | Start Sep 2018 | AG/AJ/AB to support with any contact home for revision sessions. | Progress monitored through assessment cycle.  Learning walks and student voice completed by Oct 2018 | SISRA Data  Student voice | 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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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| Support pupils who are identified as falling behind their target. | AJ |  | AJ to analise KS3 data at data capture points. Identify groups of underperforming disadvantaged pupils.  Work with class teacher to help further the progress of these students. | Progress monitored through assessment cycle to monitor math’s progress/impact against targets | Learning walks  SISRA | 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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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **ETT Numeracy**  Numeracy Ninja program for KS3 and year 9 | LJ/ Tutors | Every Thursday from sept 2018 | 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 |  |

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

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **To inspire and engage boys in Numeracy.** | All Maths | Aim to be complete for Feb 2018 | Link drop down days with real life situations so students can see the benefit of Maths.  Ensure there is always a link with boys. Eg. Sport, engineering, visual stimuli, competativeness | Learning walks monitor that is completed correctly  Student voice | Student voice  Feedback from teachers. | Boys enthusiasm for numeracy is increased. |  |
| **To make sure boys are supported with their numeracy.** | AJ to monitor progress of ks3 boys at assessment points and target for lunchtime intervention if needed. |  | N/A | Review ks3 data at assessment points  Target any boys who are falling behind their age expectations.  Track progress. | 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** | AG/AJ | By Oct half term | NA | Laisse with head’s of department to discuss how topics can be delivered with a big focus on making it relevant to boys across all departments  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/AJ/AB | Aim to be completed by Jan 2019 |  | 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. |  |

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

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| **Key objectives** | **Who** | **When** | **Support / Financial Implications** | **Monitoring and milestones** | **Evaluation** | **Success Outcomes** | **RAG** |
| **Numeracy working group (Staff)**  A group set up with different department members where any issues can be raised and support offered. | AB/AG and nominated members of staff from other department | Started in Dec 2016 and is ongoing | 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 | AG/GB | 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. | Student voice  Observation feedback | Increased awareness of STEM opportunities/potential careers throughout the school |  |
| **Ensure a strong link between Science and Math’s Departments.** | Math’s and Science Dep’s | 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)** | AG | Sept 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 have problem solving lessons.** | LJ/AB/SW | By June 2019 | Plan and deliver problem solving lessons, linked to new GCSE higher tier content. | Student voice  Increase grades in assessment data | **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. | AB/Tutors/Math’s dept | Half term or bi weekly focus  First one completed by Oct 2018 | 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 | LJ/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. | AB/Students | Monthly first one October 2018 | 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 | AG/AJ/AB | Sep 2019 | 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 | AG/AJ/AB | Oct 2018 |  | 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 | 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** | 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 |  |