

Alderman Davies CinW Primary School Development Plan

Sept. 2023 - July 2024 (Year 2 of target)



Priority 2	To further develop pupils' number skills	
Why is this a priority?		Success Criteria – What will success look like?
<p>Monitoring highlights that many pupils display good standards with their basic number work. However, most pupils need to develop:</p> <ul style="list-style-type: none"> • deeper understanding of multiplication • use more efficient methods when undertaking calculation • become more confident with the place value of decimals • use the inverse operation effectively <p>These areas identified for development are in line with the principles of progression, including the mathematical proficiencies, within the Mathematics and Numeracy AoLE.</p>		<p><u>Provision</u></p> <p>Many teachers will continue to develop pupils' deeper understanding of number concepts through the CPA approach and extend this approach to wider areas of the curriculum such as 'measurement'.</p> <p>Many teachers will provide regular opportunities for pupils to use manipulatives to develop pupils' depth of understanding and opportunities for pupils to 'talk' and explain their mathematical thinking.</p> <p>Many teachers will continue to support pupils to use a range of strategies when undertaking calculations and to identify the most efficient strategy.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate a deeper understanding of multiplication • use more efficient methods when undertaking calculation • use inverse operations • begin to have a deeper understanding of measurement • older children will demonstrate a deeper understanding of fractions

Year 3 High Level Targets

Year 3	<p>The school's approach to the teaching of number through conceptual understanding using verbal, concrete, visual, digital and abstract approaches will be embedded.</p> <p>Most pupils will be proficient with their number skills.</p>
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
Vision Whole staff meeting to review progress made against this SDP target. Discuss why it is a priority and share the vision for pupils' mathematics and numeracy skills in line with the principles of progression and how pedagogy needs to evolve in order to develop pupils' mathematical proficiencies as outlined in Curriculum for Wales.	Adam Morgan (AM) (Acting Headteacher)	Sept 23	Sept 23	Nil
Curriculum Development (what will the diet the pupils receive look like?) Teachers to continue to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	SMT and mathematic and numeracy leads	Ongoing	Ongoing	ADDS sessions
Continue to encourage teachers to plan their lessons using the CPA framework. Design lessons that progressively move pupils from concrete experiences to pictorial representations and then to abstract thinking. Provide guidance and support to teachers as they develop and implement these lessons effectively.	Teachers	Ongoing	Ongoing	PPA
Teachers to continue to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.	Teachers	Ongoing	Ongoing	PPA
Teachers to ensure they provide the time for pupils to construct their own mathematical problems and to share strategies to solve problems and identify the most efficient strategy.	Teachers	Ongoing	Ongoing	PPA
Professional Learning / Evolving Teaching All teachers to receive professional learning from the school improvement team focused on developing an understanding of the mathematical proficiencies and applying across the curriculum.	SMT	Ongoing	Ongoing	ADDS sessions
Teachers to review where they feel they need to receive additional professional learning from the school improvement team focused on how to develop pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.	SMT	Ongoing	Ongoing	ADDS sessions

<p>Senior leaders to provide opportunities for staff to collaborate (internally and with other schools) sharing examples of learning experiences to support the development of pupils' conceptual understanding and to consider how progression will be ensured.</p> <p>Y6 staff to work alongside colleagues from a local comprehensive in order to develop a more holistic approach to progression in maths between years 6 and 7.</p>	<p>AM/Tamara Langdon (acting deputy)</p> <p>Teachers</p>	<p>Ongoing</p> <p>Date to be confirmed</p>	<p>Ongoing</p>	<p>ADDS sessions and PPA</p> <p>Supply cover X2 days £440</p>
<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to developing pupils' number and measurement skills and be provided with professional learning to meet their individual needs.</p>	<p>AM/TL</p>	<p>Oct 23</p>	<p>Oct 24</p>	<p>PPA</p>
<p>Parents and carers</p> <p>Educate parents and the wider community about the CPA method and its benefits. Hold information sessions, workshops, or parent-teacher meetings to explain the approach, showcase pupil work, and provide guidance on how parents can support their children's learning at home.</p>	<p>RS/NB</p>	<p>Mar 24</p>	<p>Mar 24</p>	<p>Nil</p>
<p>Monitoring</p> <p>Learning walks, work scrutiny and listening to learners' activities with members of the governing body to evaluate progress towards achieving this SDP target. Revise action plan based on areas identified for improvement.</p>	<p>AM/TL/RS/NB</p>	<p>Nov 23</p>	<p>Jul 24</p>	<p>Supply cover X3 days £660</p>
<p>Total Cost £1100</p>				