

Alltwen Primary School Development Plan

Sept. 2022 – July 2023

Priority 2	To develop pupils' number skills	
Why is this a priority?		Success Criteria – What will success look like?
<p>Monitoring highlights that pupils in year 1 estimation skills within 20 were sound, however, the pupils were unsure of the language associated with estimation. Whilst all pupils used concrete apparatus, many pupils preference was to use mental and written strategies.</p> <p>Many pupils in year 5 use column addition or subtraction to accurately calculate. However, they use this strategy for mental calculations even when there are more efficient methods of calculation. Pupils need to develop-</p> <ul style="list-style-type: none"> • depth of conceptual understanding within their number work • use of precise mathematical language when discussing their mathematical thinking • use of efficient strategies when undertaking calculations • fluency in applying their number skills <p>See <i>Monitoring report June2022 for further details</i></p> <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 understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p><u>Learning</u></p> <p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations

Year 2 and 3 High Level Targets

Year 2	<p>Most teachers will understand and implement the development of conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • represent concepts in multiple ways (concrete, visual, digital and abstract) • use precise mathematical language to explain their thinking • make up examples (and non-examples) • identify efficient strategies for calculations • independently apply concepts to new problems in unfamiliar situations
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Year 3	The school's approach to the teaching of number through conceptual understanding using verbal, concrete, visual, digital and abstract approaches will be embedded. Most pupils will be proficient with their number skills.
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Milestones - Actions	Lead Person(s)	Start	Finish	Cost
<p>Vision</p> <p>Whole staff meeting to discuss 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.</p>	SLT DE	Sept 22	Sept 22	
<p>Professional Learning / Evolving Teaching</p> <p>All teachers to receive professional learning from the school improvement team focused on developing an understanding of the mathematical proficiencies. Staff to consider how this will impact on their teaching approaches within mathematics.</p> <p>All teachers to receive professional learning from the school improvement team focused on how to develop pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <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>Senior leaders to provide opportunities for staff to share effective practice through observations.</p>	SLT DE SLT DE SLT	Oct 22 Oct 22 Jan 23 April 23	On going On going On going	Supply cover to release teachers to work with Debbie Thomas £180 = 1 day supply for teachers to be released from class Supply cover to release teachers to share practice £740 = 1 day supply for 4 teachers

<p>Resources</p> <p>Leaders to purchase manipulatives to support the development of pupils' conceptual understanding. For example, Dienes base ten, place value counters, Cuisenaire rods etc.</p>	HT	Sept 22	Sept 22	£5000
<p>Curriculum Development</p> <p>Teachers to implement the development of pupils' conceptual understanding through verbal, concrete, visual, digital and abstract approaches.</p> <p>Teachers to ensure they explicitly use and model the identified mathematical language associated with the concept they are teaching.</p> <p>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.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>Nov 22</p> <p>Nov 22</p> <p>Nov 22</p>	<p>On going</p> <p>On going</p> <p>On going</p>	
<p>Performance Management</p> <p>Teachers to be provided with performance management target linked to developing pupils' number skills and be provided with professional learning to meet their individual needs.</p>	SLT	Nov 22	May 23	In house cover
<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>SLT</p> <p>DE</p> <p>Governors</p>	<p>Jan 23</p> <p>May 23</p>	May 23	In house cover

Total Cost £5,920
