

**Subject Leader Raising Aspirations Plan**

**Subject: Mathematics**

**Academic year 2019 - 2020**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | * Continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers’ content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | * It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.  The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | * Pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer term impact on how pupils approach learning tasks in later stages of education. * developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. Leadership and Management including safeguarding   Continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers’ content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | * Are Question Level Analysis being used to support effective planning? Is the Mastery approach to maths being delivered in all classrooms? What CPD do teaching and assistant teachers need? What is the current impact of the Maths consultant working with year 3 and 4? Does Data suggest that any area specific CPD is needed? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2019 15 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment)  It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.  The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Fluency in 5 has been rolled out across school- What impact has this had on pupils so far? Is is helping to support the ability for children to retain information? What evidence is there that fluency is being developed? Are there any groups of learners specifically benefitting from this approach? In year 3 and 4, What impact is this having on preparations for the end of year 4 times tables assessment? Are LPS end of year expectations being met/transition standards? What provision is in place for those children not meeting those standards? How is precision teaching supporting children across school? Are question level analysis being used to inform teaching and learning? Is fluency being encouraged and supported in all mathematics learning environments? Do working walls provide information to reduce working memory overload? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
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| 1. Personal Development. Behaviour and attitudes  * Pupils’ motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer term impact on how pupils approach learning tasks in later stages of education. | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | What are pupils attitudes towards maths? Are they positive? What kinds of maths lessons do pupils feel they learn best in? Are teachers planning learning opportunities which nurture positive attitudes? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Spring**

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| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents**   **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2020 12 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* |  | | | | |
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**Raising Aspirations Plan Spring Term Evaluation**

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| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |

**Raising Aspirations Plan Summer**

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