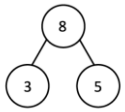
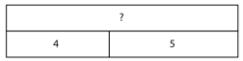
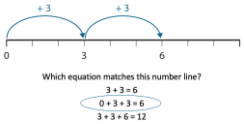
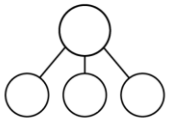
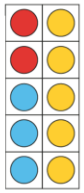
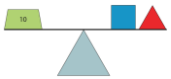
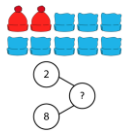
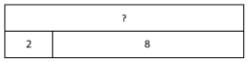
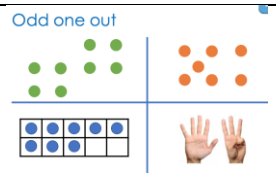
Henry Bradley Nursery and Infant School Maths Specialist Helen Field Lead Teachers: Simon Poole and Andrea Callaghan

Priority for Improvement	Success Criteria/ Milestones	Actions (What and Who)	When/ Frequency	Monitoring (Who/When/Frequency)	Evaluation of Impact (Who/When/Frequency)
Develop the use of a teaching for mastery curriculum across the school through participation in NCETM Teaching for Mastery Work Group					
Lead teachers will further knowledge of mastery approach in own practice	Will be able to show / discuss some examples in TRG from set GAP tasks	Attending TRGs Feeding back to TRG group on how this is going – milestones achieved from 5 big ideas	From Sept 2019 ongoing		
Lead teachers to trial the use of stem sentences within their teaching	Use one stem sentence within a lesson, drawing the children back to the focus of the learning Ensure the stem sentence is written and displayed for the lesson Extend by taking some words away EYFS – ensure the stem sentence displayed and modelled by the adult within the teaching focus time	Use the NCETM teacher guides to identify the key learning phrases, and lesson objectives, Use the NCETM to locate stem sentences that can be used for one lesson	From November 2020		
EYFS and KS1 to ensure there is a consistency with the	Introduce a 'whole: part-part' laminated image alongside concrete resources to break down / partition the addition / subtraction fact family	Use:  	From November 2020		

models and images that are displayed throughout the school	Next step: when familiar, introduce a laminated blank image of the bar model to use with concrete resources, such as Numicon KS1: same images are used alongside concrete resources and pictorially represented problems within the lesson The images should show the same problem represented in different ways eg bar model alongside whole:part-part alongside a tens frame – demonstrating **variation**	    Other examples: What could be in the square and triangle?   			

					
Reception to map out goals based on the White Rose scheme	AC to breakdown the learning objectives for Reception, how these can be linked with other areas of the curriculum	Begin to create a termly, workable document, which includes a bank of stem sentences Create a similar document for parents so they can see the language of the maths being taught each term	Beginning Autumn 2, ongoing		
Nursery – begin to map out the mastery elements to be taught	Goals to be taught throughout the year, with a mastery approach for all children Use Nrich early years ideas Use maths hub ideas	Using the 6 mastery EYFS goals: Counting, comparison, composition, pattern, shape and space, measure	4.2.2020		
To design a mastery lesson, using an in-focus task	Following TRGs, and working alongside HF, SP & AC will design a lesson that includes elements of the 5 big ideas particularly the small steps for coherence (stem sentences, models and images) and variation	Work from the '5 big ideas' observation sheet to embed mastery elements within the lesson Identify misconceptions in preparation for a pre-teaching session	4.2.2020		
Prepare a pre-teaching lesson based	After planning, take a small group of children as a 'pre-teaching' lesson	Take a small group of children to 'pre-teach' Discuss strategies, in particular where the misconceptions lay, and what knowledge is	4.2.2020		

on planned lesson		needed to close increase a depth of understanding			
Teach a mastery lesson	Using the previously designed lesson, SP and AC teach a group of Y2 children as a mini-TRG Stem sentences, models and images In focus question that begins the lesson and that the lessons stems from	Take a small group of children to work through the designed lesson, discuss the elements of mastery seen, use the mastery observation sheet Repeat, planning a new lesson together but changing the role of teacher and observer	Week 4.2.2020		
Mini TRGs within school	During lesson study use the mastery observation forms to identify and highlight the 5 big ideas In particular: Coherence and small steps leading to a 'challenge' question that all children can access representations and structure- how variation is seen in models and images	SP / AC to organise sessions for other teachers within the teams to watch each other's lessons, with the mastery observation form as a guide for things they should be seeing Year 2 and EYFS teachers	Spring term		
Monitoring maths talk and proof of understanding within a lesson	When observing / participating in TRGs, SP/AC to add an additional focus of how the children are beginning to explain their ideas to show their understanding	Look for maths talk and how children are representing their findings in different ways	Spring term		

For all staff to be familiar with the concept of '5 big ideas'	During a staff meeting, for SP /AC to give the staff a brief overview of the 5 main mastery elements	Staff to briefly discuss what each means, with a goal that they are familiar with the diagram before HF delivers the staff meeting at the end of June			
Staff meeting	HF to model a lesson, (with adults not children) 'walk through' a lesson – discuss how it is planned Coherence and small steps leading to a 'challenge' question that all children can access representations and structure- how variation is seen in models and images	Discuss how we plan a mastery lesson using the in-focus question, how carefully crafted questions can be used to scaffold and support learners, alongside other questions that extend.	Visit 3: 30.6.2020		
Mini TRGs within school	During lesson study use the mastery observation forms to identify and highlight the 5 big ideas In particular: Coherence and small steps leading to a 'challenge' question that all children can access representations and structure- how variation is seen in models and images	SP / AC to organise sessions for other teachers within the teams to watch each other's lessons, with the mastery observation form as a guide for things they should be seeing Year 2 and EYFS teachers	Summer term		

Review the maths taught over the year	Has the curriculum been delivered at the expected pace? Were there blocks that were missed or not taught in depth?	Creating an overview with next year's planning in mind – Mapping out the whole school curriculum	End of summer term		