

**Westfield Arts College**  
**Subject Leader Improvement Plan 2016-2017: Mathematics**

**Section One: Developments in support of the whole school College Improvement Plan**

Objective	Action	Lead Person	Cost	Time scale	Success Criteria	Monitoring Evaluation
To continue to provide a curriculum that is relevant and able to meet the changing needs of our pupils  (CIP:1.1)	1: Embed understanding of the mathematics skills descriptors to support focused and differentiated teaching (Key Stage 1-3) and support new staff and staff in new roles..	LW/SSt		Ongoing	All teachers using the skills descriptors and identifying appropriate and challenging individual targets for pupils (including opportunities to apply skills across a range of contexts)	1: Moderation of assessments made using skills descriptors at moderation meetings (LW/SSt)
	2: Develop more detailed guidance for differentiated teaching and support (using the Mastering/Achieved/Secure framework on Classroom Monitor)	LW/SS		Autumn Term 2017		
	3: To further develop individual plans of accreditation for pupils in Key Stage 4	SS		July 2017	All KS4 pupils working towards the most appropriate and challenging accreditation in mathematics with records of specific statements achieved	2: SLT to monitor the effectiveness of individual targets to provide differentiation and challenge
	4: Development of the New Entry Level mathematics qualification for Year 10 pupils plus AQA units for pupils in Wyke, Wakeham and Bowleaze classes where the whole Entry Level Qualification is not appropriate.	SSt/ND/LP/DW		September 2016 – reviewed June 2017		
	5: Individual targets developed for Sixth form students to take account of baseline assessments of pupils in order to aim to achieve OCR “Life and Living Skills” Diploma at the end of Sixth Form.	SSt/SJ/EC/KM		As above		

**Section Two: Developments in this curriculum area:**

Objective	Action	Lead person	Cost	Time scale	Success Criteria	Monitoring Evaluation
To develop the use of a wider range of teaching strategies and resources to meet the needs of pupils with increasingly complex profiles.	1: Development and implementation of Key Stage 1&2 Scheme of Work to work in line with Secondary Scheme of work.	LW	£300+	January 2017	1: Scheme of Work completed and standard resources in use across classrooms.	SLT comment in lesson observations on appropriate strategies used for different pupils
	2: Audit of school maths resources with the aim that every class has basic maths equipment as standard.	LW/SSt		January 2017	2/3: See above	LW/SSt to monitor use of newer schemes/resources
	3: Staff training in the use of Abacus Evolve across Key Stages 1-2	LW/SSt and all maths teachers		September 2016 and ongoing		
	4: Review of interventions for small groups and individuals .Implementation of guidance and resources recommended in September INSET (Working with pupils with dyscalculia)	SSt/TH/LW/KW		February half-term 2017	4: Review use of resources by February 2017 Data collection: Range of agreed interventions trialled in Summer Term 2017.	Outcomes for pupils on the Intervention Register for Mathematics (SLT/LW/SSt/KW to monitor)
			Dependent on outcomes from review (to be included in 2016-17 budget)			
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To ensure that assessments of pupils' skills are consistent across the school and that this reflects assessments in other TADSS schools and nationally (when appropriate)	1: Development and implementation of assessment training for staff structure in KS 1 &2	LW/SSt SS		All year	Teachers are confident in the use of the skills criteria for assessment and understand the requirements for each statement. Baseline assessments for pupils entered on Classroom Monitor by end of Nov. Westfield assessments are in line with results when nationally produced assessment tasks/tests are used in KS 3&4	LW/SSt/SS to lead and evaluate moderation sessions
	2Moderation sessions in school (at least 2x/year) using the new assessment skills criteria and incorporating the T/D /A/S judgements. Observation of assessment procedures followed by moderation with TADSS schools including pupils working within the P levels.					Evaluate and compare pupil teacher assessments and results using a range of national assessment materials
	3: Use of any nationally produced assessment material (including 2016 SATs and Rising Stars assessments)					
Objective	Action	Lead person	Cost	Time scale	Success Criteria	Monitoring Evaluation

<p>To ensure consistent practice in EY and Sixth Form in line with KS 1-4 in the approach to assessment and transition across Key Stages.</p>	<p>Observations in EY and Sixth Form Meeting with EY and Sixth Form leaders Monitoring assessment judgements</p>	<p>LW/SSt/ SJ/EC/ KM/JR/ SS</p>		<p>On going July 2017</p>	<p>Successful transition of accurate data from EY, KS 1-4 and individual pupil accreditation though KS4-5.</p>	<p>Work, assessment and data scrutiny. Feedback from teachers</p>
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