

St Peter's C.E. Primary School

Priority Improvement Plan 2016 – 2017



Date of last inspection	January 2013	Overall effectiveness	Good
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Key priorities for improvement	
1. Increase proportion of outstanding teaching by: <i>(autumn 2 increase of outstanding to 25%, spring 2 increase of outstanding to 37.5%, summer 2 increase of outstanding by 50%)</i>	<ul style="list-style-type: none"> ○ Ensuring that lessons are well paced and teachers plan and differentiate for pupils so that all pupils meet high levels of challenge ○ Ensuring consistent expectations and application of the marking policy across all subjects
2. Raise achievement further in reading and writing to outstanding by:	<ul style="list-style-type: none"> ○ C.P.D. to support teachers to use high quality texts for use in English and across the curriculum ○ Use of moderation to ensure accurate assessment for reading and writing ○ Making sure that all teachers have high expectations across the curriculum by giving pupils regular opportunities to plan and edit their writing ○ Ensuring that G.P.S. (grammar, punctuation and spelling) is used and applied with precision in all contexts.
3. Raise achievement further in maths to outstanding by:	<ul style="list-style-type: none"> ○ Ensuring pupils have regular opportunities to reason and apply strong mathematical knowledge and skills in a range of problem solving contexts. ○ Exploiting opportunities for learning maths in real life contexts

St Peter's C.E. Primary School

Priority Improvement Plan

2016-2017



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St Peter's C.E. Primary School Improvement 2016-17

Headline Targets 2017

NB: As a result of national changes to assessment and accountability expectations, the following targets for KS1 and KS2 may need to be adjusted following the assessment period in the summer term.

EYFS GLD:	77%
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Year 1 Phonics:	90%	Year 2 Phonics:	50%
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	%	Reading	Writing	Maths	Combined RWM
End of Keystage 1	At/above expected	79%	79%	79%	76%
	Greater depth	20%	20%	20%	20%

NB This section will be updated following new national assessments for both attainment and progress

	%	Reading	Writing	Maths	SPaG
End of Keystage 2	At/above expected	83%	86%	83%	83%
	Greater depth/ exceeding	27%	18%	18%	27%
% typical progress		73%	50%	69%	
% rapid progress		27%	50%	33%	
Combined reading, writing, maths		83%			

- The attainment & progress of disadvantaged pupils are similar to, or improving in relation to, other pupils nationally & in the school by the end of KS2.

Other Key Targets and Milestones, Sept 2016 – July 2017

Phonics

- The % of **EYFS and Keystage 1** pupils to meet and exceed age-expected levels in **Phonics**:

EYFS	% July 17	KS1	% July 17
YN, phase 1+	38%	Y1, threshold (ph 5)	90%
YR, phase 4	70%	Y2, test retakes	50%

Reading, Writing and Maths

NB: As a result of national changes to assessment and accountability expectations, the following targets for KS1 and KS2 may need to be adjusted following the assessment period in the summer term.

Attainment expectations: aim for at least 85% working at the expected level (coasting bar) and, as a broad guide, 90% to make typical progress.

- An increasing % of pupils at the expected standard in reading writing and maths by July 2017

	% expected+	By December 16			By March 17			By July 17		
		Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Key stage 1	Y1	73%	73%	80%	77%	77%	83%	80%	80%	83%
	Y2	76%	76%	76%	79%	79%	79%	83%	83%	83%
Key stage 2	Y3	73%	77%	77%	77%	80%	80%	80%	83%	83%
	Y4	72%	72%	77%	76%	76%	80%	83%	83%	86%
	Y5	75%	75%	75%	82%	82%	82%	86%	86%	86%
	Y6	72%	75%	72%	76%	82%	76%	83%	86%	83%

Progress

	Year group	% expected progress July 17			% rapid progress July 17		
		Reading	Writing	Maths	Reading	Writing	Maths
Key stage 1	1	77%	77%	87%	23%	23%	13%
	2	79%	76%	76%	21%	24%	24%
Key stage 2	3	62%	72%	79%	38%	28%	21%
	4	83%	79%	79%	17%	21%	21%
	5	83%	73%	77%	17%	27%	23%
	6	67%	50%	77%	33%	50%	23%

Closing the Gap in Reading, Writing and Maths

- Outcomes of **disadvantaged pupils** through the school are similar to that of other pupils in each year group and/or the gap is closing.

Quality of Teaching

	% by December 16		% by March 17		% by July 17	
Good +	100%		100%		100%	
Outstanding	25%	2 out of 8	37.5%	3 out of 8	50%	4 out of 8

Attendance - The % overall attendance is at least 96%

EYFS & KS1	% Dec 16	% Mar 17	% July 17
YR	96%	96%	97%
KS1	96%	96%	97%
KS2	96%	96%	97%

Overview of Key Priorities

Improvement Priorities	Key Planned Objectives/Main Actions	Additional resources	Lead person
<p>1. Increase proportion of outstanding teaching by:</p> <ul style="list-style-type: none"> ○ Ensuring that lessons are well paced and teachers plan and differentiate for pupils so that all pupils meet high levels of challenge ○ Ensuring consistent expectations and application of the marking policy across all subjects 	<ul style="list-style-type: none"> ● Marking, feedback, response <ul style="list-style-type: none"> ● book scanning, ● 1:1 book scrutiny ● Staff meetings; evaluation, moderation ● Increase pace in lessons – ● Develop teaching & learning policy - peer obs. (including observations/work with local schools), action research and team teaching ● Continue to develop differentiation, particularly for HA pupils, ● C.P.D. and use of best practice in school, including formal peer review with a local school cluster ● Strengthening the involvement of parents/carers e.g. through home learning, parent workshops etc. 	<ul style="list-style-type: none"> ● INSET day x 1 ● Moderation between local schools 	DHT, EYFS & Assessment leader & HT
<p>2. Raise achievement further in reading and writing by:</p> <ul style="list-style-type: none"> ○ Use of assessment to inform planning and provision for groups ○ Ensuring all teachers have high expectations across the curriculum in reading and writing by the application of reading in writing and giving pupils regular opportunities to plan and edit their writing ○ Ensuring that grammar, punctuation and spelling (G.P.S.) is used and applied with precision in all contexts. 	<ul style="list-style-type: none"> ● Use of higher order questioning in reading ● Talk for reading across the school using a whole class text ● All teachers to attend moderation with local schools and in school to ensure accurate assessment in reading and writing ● Application of phonics into writing ● Use of assessment to inform planning and provision for groups, including pupil premium and higher achievers. ● Teaching of writing process and use of high quality texts in reading – Literacy leader to address through staff training, modelling lessons and peer observations ● Continue to develop planning with particular reference to new members of staff, to <ul style="list-style-type: none"> ○ secure good learning sequences for extended writing opportunities ○ Planning for reading and writing across the curriculum that match pupils' interests and needs (including wider opportunities e.g. link school in Sierra Leone/trips or visits) 	<ul style="list-style-type: none"> ● INSET/s taff meeting s x 1 per term 	Literacy leader Phonics leader

<p>3. Raise achievement further in mathematics by:</p> <ul style="list-style-type: none"> ○ Ensuring pupils have regular opportunities to reason and apply strong mathematical knowledge and skills in a range of problem solving contexts. ○ Exploiting opportunities for learning maths in real life contexts 	<ul style="list-style-type: none"> ● CPD – to develop teacher subject knowledge and pedagogy for using and applying maths in all key stages ● Develop maths mastery in lower key Stage 2 evaluate impact. Part of S.E. London Maths hub. Maths leader to share resources and approach with all staff ● Application and reasoning project year 2. Maths leader to oversee project and evaluate impact. ● Address challenge through modelling of lessons, sharing good practice e.g. lesson organisation and planning for maths across the curriculum 	<ul style="list-style-type: none"> ○ Independent consultant 	<p>Maths leader</p>
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Monitoring and Evaluation Arrangements

(including how often)

S.L.T (H.T. & DHT)		Middle Leaders (core)		Governing Body	
○ Learning walks, pupil voice & book scanning	Weekly	○ Book scrutiny	½ termly	○ Governors APC meeting – monitor end of key stage attainment and progress	Aut 16
○ Book scrutiny	½ termly	○ Lesson observations	X2 per year with SLT	○ Governors APC meeting – monitor progress and attainment across all year groups	termly
○ Lesson observations	½ termly	○ Moderation in school and with local schools (SDBE & L.A.)	½ termly	○ Governors APC meeting – monitor CPD in line with PIP and action plans	termly
● Analyse data - attainment and progress including groups (PP, FSM,EAL,SEND, H.A)	½ termly	○ Analyse data in own subject and across curriculum - attainment and progress including groups (PP, FSM,EAL,SEND, H.A)	termly	○ Governors APC meeting – monitor T& L across school	termly
● Learning environment	termly	○ Learning environment	termly	○ Resources Cttee: evaluate appraisal and agree pay awards according to school improvement	aut 16
● Pupil voice	termly	○ Pupil voice			
● Performance management and appraisal	(see cycle)				

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Key Priority 1 Action Plan



Key Priority 1:

- Increase proportion of outstanding teaching
autumn 2 increase of outstanding to 25%, spring 2 increase of outstanding to 37.5%, summer 2 increase of outstanding to 50%
 - Ensuring that lessons are well paced and teachers plan and differentiate for pupils so that all pupils meet high levels of challenge
 - Ensuring consistent expectations and application of the marking policy across all subjects

Actions	Who?	Outcome/impact	Resources	Evaluation/monitoring timescale, activity & milestones <small>(how, what & by when)</small>
<ul style="list-style-type: none"> ○ Provide good levels of challenge throughout lessons for more able pupils so that they move on to harder work more quickly: ○ DHT and Core subject leaders to model lessons, carry out peer observations and provide feedback. ○ CPD - teaching and learning – organisation of lesson, use of trips/visits and topics of interest, curriculum planning ○ Core subject leaders and middle leaders to identify progress of higher achieving pupils through 1:1 book scrutiny, book scanning, pupil conferencing ○ Visits to local schools for key teachers to observe lesson organisation and pace and challenge in lessons ○ Core subject leaders and DHT to coach teachers on a fortnightly basis with targets to move from good – outstanding ○ Use assessment to inform planning and provision for groups and individuals; including pupil premium and high attainers 	DHT & HT Maths Literacy & EYFS & Assessment Leaders	<ul style="list-style-type: none"> ○ Teaching will be 100% good and at least 40% outstanding by the end of the year ○ Higher achieving pupils will be effectively challenged to move onto harder work more quickly ○ % of pupils working at Greater Depth will be in line or above NA in all year groups ○ Higher % of pupils in each year group will make 4 points progress by summer ○ Core subject leaders demonstrate impact through improved provision ○ High quality provision and interventions matched to all learners needs ○ Rapid progress made by targeted individuals to close the gap to reach ARE or above by the end of the year or if SEND good or better progress from their starting points 	INSET x 1 Breakfast training for Governors Middle leaders management time	<ul style="list-style-type: none"> ● lesson observations – autumn 2 increase of outstanding by 10%, spring 2 increase of outstanding by 20%, summer 2 increase of outstanding by 40% (to include SLT (HT & DHT & core subject leaders) ● data analysis of groups – assessment leader, Inclusion Manager (DHT) with teachers every 3 weeks ● Book scrutiny/book scanning each half term ● Moderation in school x 1 term and with local schools x 1 term ● SLT timetable of meetings with core and foundation middle leaders to feedback on actions ● Management time forms

<p>Increase further the impact of marking on pupils' progress by:</p> <ul style="list-style-type: none"> • Sharing best practice – books used as a model for less experienced teachers • Core subject leaders to continue to mark with teachers in their phase • Introduce use of TAs to follow up next steps daily across each phase. • Review policy with staff on a termly basis • Visit local school to see application of daily next step marking by TAS • Friday review sheets and cold and hot tasks are completed consistently • SLT/assessment lead to monitor how pupils know what to do to improve on their work through regular pupil voice sessions • Embed pupils targets and 	<p>DHT & core middle leaders</p>	<ul style="list-style-type: none"> • next steps marking consistent across all subjects and shows pupils clearly what and how to improve, with regular opportunities for them to respond to feedback within the context it was given • monitoring demonstrates that teachers have consistent expectations and apply the marking policy across all subjects • pupils can vocalise what they need to do next and how they respond to next step marking, including showing evidence of their working on their targets • Targets are evidenced in books and reviewed regularly 	<p>X2 supply for x1 day (visit to schools by core subject leaders) HT & DHT to visit local school Breakfast training for Governors</p>	<ul style="list-style-type: none"> • Book scrutiny/book scanning weekly by two core subject leaders • Teachers consistently applying policy by end of September 2016 • Daily next steps embedded by end of autumn 1 half term 16. • SLT timetable of meetings with core and foundation middle leaders to feedback on actions
<p>Differentiate work to meet needs of all pupils effectively especially higher achieving pupils:</p> <ul style="list-style-type: none"> • Core subject leaders to continue with planning surgeries and meet with key teachers on a weekly basis • Core subject leaders and middle leaders to monitor through; book scanning and scrutiny, pupil voice, lesson observations and learning environment. 	<p>Core subject leaders</p>	<ul style="list-style-type: none"> • Through high quality CPD (coaching/modelling/team teaching etc.) there is evidence of teaching sequence through planning and delivery in lessons for key teachers • Work for higher achieving pupils and all groups are differentiated for effectively so that these groups make rapid progress to close the gaps 		<ul style="list-style-type: none"> • SLT timetable of meetings with core and foundation middle leaders to feedback on actions • Book scrutiny/book scanning each half term • Moderation in school x 1 term and with local schools x 1 term
<p>CPD:</p> <ul style="list-style-type: none"> • All subject leaders to attend LA training in their subject and deliver at least one staff training a year to implement new strategies/assessment • Core subject leaders to deliver at least one 	<p>DHT Phase leader Core subject leaders</p>	<ul style="list-style-type: none"> • Teaching in core subjects 100% good and 40 % outstanding evidenced through lesson observations, book 	<p>Supply cover for courses NQT programme (LA) cost of</p>	<ul style="list-style-type: none"> • SLT timetable of meetings with core and DHT to feedback on actions

<p>staff meeting per term on a priority of school development in their subject area</p> <ul style="list-style-type: none"> • NQT +1 to receive programme of support from DHT & phase leader • Each phase teacher to observe each other teach and feedback 		<p>scanning and 1:1 scrutiny, learning environment, pupil voice</p> <ul style="list-style-type: none"> • New teachers graded as consistently good or better 	<p>cover (HLTA) and courses</p>	
<ul style="list-style-type: none"> • Pilot 'Breakthrough learning' in Year 1 & 6 (summer term) • Visit St George's Lewisham to see implementation and impact of Breakthrough learning • Embed Home Learning and introduce books – Year 1 -6 	<p>HT & DHT</p>	<ul style="list-style-type: none"> • Learning skills applied in all subjects • More involvement of parents through Home Learning • Within the context of child led learning; giving opportunities for independent enquiry (<i>Break through learning and Home learning</i>) children demonstrate application of their maths and literacy skills in independent projects. This approach contributes positively to good or better progress. 	<p>Cost of supply x 2 teachers</p>	<ul style="list-style-type: none"> • Impact measured through; Pupil voice baseline at beginning of year and measured each term by SLT • Impact measured through Parent voice termly for Home learning by Parent Governor and DHT
<ul style="list-style-type: none"> • Assessment leader to regularly analyse % of pupils on track to meet standards by end of year group at end of key stages • Assessment leader and Inclusion Manager to meet with subject leaders to analyse subject data and identify pupils who may be underachieving • Inclusion Manager to meet with all teachers termly to discuss provision and progress of PP, EAL, HA, and SEND • Regular moderation of writing, reading and maths across subjects with phase groups and the maths, literacy and Inclusion leaders and with local schools 	<p>Assessment leader Inclusion Manager/DHT Core subject leaders</p>	<ul style="list-style-type: none"> • Targeted pupils make rapid progress and 'close the gap' • % of pupils on track to meet the standard increases by at least 5% • Better provision for individuals and groups of children leading to increased progress (good or better) 	<p>Supply cover x 2 days per term for teachers to meet with Inclusion manager</p>	<ul style="list-style-type: none"> • APC committee to monitor progress of groups and % on track to meet/exceed the standard termly • SIP to monitor % on track to meet/exceed the standard termly HT to meet with Assessment lead fortnightly to analyse data

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Key Priority 2 Action Plan



Key Priority 2:

- **Raise achievement further in reading and writing**

- Ensuring that all teachers have high expectations across the curriculum in reading and writing by the application of reading in writing and by giving pupils regular opportunities to plan and edit their writing
- Ensuring that grammar, punctuation and spelling (G.P.S.) is used and applied with precision in all contexts.

Actions	Who?	Outcome/impact	Resources	Evaluation/monitoring timescale, activity & milestones (how, what & by when)
<ul style="list-style-type: none"> ○ Model lessons and peer observations including support with planning for talk for reading, higher order questioning in reading and the writing process ○ Monitor reading and writing through; book scrutiny/scanning, moderation, learning environment ,pupil voice and planning ○ All teachers to attend moderation with local schools and in school to ensure accurate assessment in reading and writing that informs planning and provision for groups and individuals ○ Development of guided group reading using high quality texts and accurate assessments ○ Develop high quality book areas and learning environment to inspire a love of reading. ○ Development of guided group writing opportunities ○ Provide wider opportunities and writing for real life purpose e.g. writing to link school in Sierra Leone. School newspaper/blog. ○ Continue to use Book Week and world Book Day to inspire love of reading throughout the school and with parents <p>CPD: Literacy leader to visit local school to see outstanding provision and impact reading has across Key stage 2, courses for teachers and Literacy leader to develop reading and writing (Literacy Tree/CLPE). Link to British values.</p>	<p>Literacy leader</p>	<ul style="list-style-type: none"> ○ At least 80% will achieve/exceed the standards in reading and writing in their year group by summer 2017 and make typical or above progress ○ % exceeding in reading is in line with NA by end of KS1 & KS2 ○ Observations show that teachers are modelling reading and the writing process during lessons to a high standard ○ Guided group reading and writing consistently delivered to high standard 	<p>DHT cover x 1 day P/W Literacy leader</p>	<p>Monitoring fortnightly by Literacy leader/DHT/HT : Displays, planning, books, lesson observations Writing process embedded by autumn 1 2016 High quality consistent guided reading – autumn 2 2016</p>

<ul style="list-style-type: none"> ○ Pupils are exposed to high quality texts and these are used and applied in writing ○ Pupils are exposed to good and outstanding examples of writing and have regular discussions about what makes a piece of writing successful ○ Teachers model editing through the teaching of punctuation, grammar & spelling and phonics ○ Teachers share writing examples and moderate termly 	Literacy leader	<ul style="list-style-type: none"> ● Marking allows children to edit and improve for a second draft/ 	Management time	Monitor each half term by Literacy leader and/or DHT & HT Governors Breakfast training Spring 17
<ul style="list-style-type: none"> ○ Monitor teaching of phonics ○ Teachers continue to plan regular phonics (N-Y2) and interventions close the gap in Year 3 & 4 ○ Teachers continue to plan the teaching of EGPS ○ Teachers to use word maps and vocabulary plans/visuals 	Phonics leader EYFS Leader Literacy leader	<ul style="list-style-type: none"> ● Application of phonics is evident in children's writing EYFS , KS1 and LKS2 ● Children are using a wider range of vocabulary in their writing – increased progress to meet the standards ● End of KS2 increase of pupils to meet or exceed the standard EPG&S from 70% to 75% 	Management time	Monitoring fortnightly by Literacy leader/EYFS leader/Phonics leader Feedback in SLT meetings (see timetable)
<ul style="list-style-type: none"> ● Review handwriting policy ● Embed scheme of work throughout school 	Literacy leader	<ul style="list-style-type: none"> ● Presentation in all books across the curriculum is consistently to a high standard 		Monitoring termly by Literacy leader/EYFS leader Feedback in SLT meetings (see timetable)

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Key Priority 3 Action Plan



Key Priority 3:

- **Raise achievement further in maths**
- *Ensuring pupils have regular opportunities to reason and apply strong mathematical knowledge and skills in a range of problem solving contexts.*
- *Exploiting opportunities for learning maths in real life contexts*

Actions	Who?	Outcome/impact	Resources	Evaluation/monitoring timescale, activity & milestones <small>(how, what & by when)</small>
<p><u>Teaching and Learning:</u></p> <ul style="list-style-type: none"> ○ Modelling the learning to children, to ensure that they are able to engage with tasks. (Maths leader to support less experienced teachers) ○ Address challenge through modelling of lessons, sharing good practice e.g. lesson organisation. ○ Mini plenaries throughout the lesson ○ Involvement of all pupils during teaching input and tasks. ○ Appropriate differentiation to cater for all pupils' needs. 	<p>Maths leader & SLT</p>	<ul style="list-style-type: none"> • At least 75% of children achieve/exceed expected standard at the end of KS2 and progress from KS1 remains above NA • % of children exceeding NA by end of KS2 increases by 10% • Maths planning and teaching sows clear differentiation and challenge for HA pupils 	<p>Management time</p>	<ul style="list-style-type: none"> • SLT lesson observations • Feedback from peer observations (termly) • Maths Leader to analyse data alongside Assessment Leader and Inclusion manager to ensure all pupils close the gap and make good or rapid progress • feedback to SLT (see timetable0 • lesson observations – autumn 2 increase of outstanding by 10%, spring 2 increase of outstanding by 20%, summer 2 increase of outstanding by 40%
<p><u>Teaching and Learning (Using & Applying):</u></p> <ul style="list-style-type: none"> • Pupils have opportunities to deepen their learning in maths through a broader their use and application of their mathematical knowledge and skills in problem solving i.e. reasoning, investigations, possibilities, logic, basic word problems etc.. 	<p>Maths leader Year 4 teacher Year 2 teacher</p>	<ul style="list-style-type: none"> • % of children exceeding NA by end of KS2 increases by 10% • % of children exceeding NA by end of year in year group increases 10% • Monitoring evidences 100% good or better teaching and 	<p>Cost of supply for y2 teacher training Cost of supply for Maths leader</p>	<ul style="list-style-type: none"> • Governors Breakfast training spring term to observe/monitor using and applying • September – INSET – maths leader, September – maths consultant to carry out book

<ul style="list-style-type: none"> ensure maths is taught where appropriate in other subjects Maths leader to lead INSET on maths problems and their application Maths leader to deliver staff meetings x 1 per term on maths; (Maths mastery, application) CPD – to develop teacher subject knowledge and pedagogy for using and applying maths in all key stages (autumn term) Develop maths mastery in lower key Stage 2 evaluate impact (NCEM maths Hub) Develop maths mastery in lower Key Stage 2 evaluate impact. Part of S.E. London Maths hub. Y3 & 4 teachers to use Mastery approach and teaching and evaluate impact. Maths leader to share resources and approach with all staff in staff meeting. Application and reasoning project year 2 – Maths leader to attend training with year 2 class teacher. Maths leader to oversee project and evaluate impact. Develop Finance education across the school using PFEG and implement savers scheme through Lifesavers project. 	<p>Maths leader, DHT, PHSE leader</p>	<p>40% outstanding by summer term.</p> <ul style="list-style-type: none"> Maths leader and SLT see a rise in application of maths through reasoning, problem solving etc. through book scrutiny, lesson, obs, pupil voice. 	<p>termly maths hub meetings Maths consultant</p>	<p>scrutiny and deliver maths staff meeting on use of concrete resources and problem solving approaches with maths leader</p> <ul style="list-style-type: none"> Book scrutiny x 1 per half term Lesson observations x 1 per term Pupil voice x 1 per term
<p><u>Assessment:</u></p> <ul style="list-style-type: none"> Analysis of test data at end of year by maths leader and feedback to class teachers to adapt planning accordingly Gap analysis through termly tests Give children the time to respond to focussed marking and next steps Continue the cycle of peer observations and maths marking in phases 	<p>Maths leader</p>	<p>All children to make at least typical progress (3 pts by summer or 4 pts)</p>	<p>management time</p>	<ul style="list-style-type: none"> Maths book scrutiny x 1 fortnight by Maths leader and SLT Analysis of tests termly Analysis of data with Assessment leader and Inclusion Manager x1 each half term feedback to SLT every 3 weeks

<p><u>Maths Environment/Displays:</u></p> <ul style="list-style-type: none"> • Key maths resources are to be kept in the classrooms. Classroom maths resources trays need to be labelled, including the use of pictures, and be accessible to children. • Include interactive displays in classrooms • Washing line to display appropriate numbers for each classroom. • Display vocabulary <p>100 squares in every class, with age appropriate probing questions</p> <p>KS1 to avoid using the word units and focus on using ones. KS2 can use both words.</p> <ul style="list-style-type: none"> • EYFS outdoor provision to continue to develop permanent maths activities on the floor and walls. (Shapes, measures, numbers etc.) 	<p>Maths leader EYFS leader</p>	<ul style="list-style-type: none"> • Evidence of using and applying through learning environment • Pupils using resources and number displays etc. in daily lessons • EYFS outdoor provision consistently outstanding by summer term 2017 	<p>management time</p>	<ul style="list-style-type: none"> • Maths leader to monitor each term • feedback to SLT (See timetable)
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