

School Development Plan Objectives for Mathematics: 2016 - 2017

Overall aim - SIP Objective 3 - to have a maths programme in place that reflects the overall needs of our learners.

Aim	Objective	Target group	Action	Who is responsible?	Dates	Evidence
To reflect on the strengths and weaknesses of our maths programme and our related practice in the classroom	To identify the aspects of maths teaching that we could develop further.	All staff Pupils	<ul style="list-style-type: none"> An information gathering session organised for class teams to discuss the way in which they teach maths and to identify strengths and areas which need development. To collate and analyse staff responses 	P. Derries V. Henry	Sep 2016	Written notes of class discussions to be collated for analysis.
To have knowledge and evidence of how the teaching, learning and assessment of maths is currently taking place in school at the present time.	To build a picture of how the maths curriculum is delivered and differentiated throughout the school, including the resources used.	Pupils	<ul style="list-style-type: none"> To organise observation of maths teaching and assessment within the school To gather evidence from daily plans, log books and IEP folders To establish which resources are used regularly and any that are under-used through observation and audit. 	V. Henry	By Nov 2016	Observation notes taken. Evidence of maths learning in daily plans, log books and IEP folders. Resource audit and list.
To identify good practice taking place in mainstream and special schools within our local area and nationally.	To identify the key aspects of good quality teaching and learning in mathematics taking place locally.	Pupils	<ul style="list-style-type: none"> To visit selected schools within the region to observe maths teaching To attend Maths Hub Meetings to keep abreast of developments in maths teaching and learning locally To develop my own knowledge of current research and good practice in teaching maths to children and young people with SEN 	V. Henry	School visits by Nov 2016 Others ongoing	Notes taken from school visits. Minutes of Hub Meetings Reading materials and resources gathered to enhance knowledge in the area.

To identify the key areas for development and develop a programme for staff training.	To identify the key areas of focus for staff training and for the development of the maths programme	Pupils	<ul style="list-style-type: none"> • To gather together evidence and information from the actions listed above. • To identify the key areas of development • To plan the next steps, including staff training. • To identify any recommended trainers and/or training. • To organise training for the January training day if appropriate. 	V. Henry P.Derries SLT	By Dec 2016	The key areas of development for the maths programme will be agreed by Mrs Derries and SLT
To provide staff training which will support staff in developing the skills and knowledge they need to develop maths programmes within their classrooms.	To provide support and training to staff to develop their skills and knowledge in order that they are able to meet the needs of the learners in their class.	Staff and Pupils	<ul style="list-style-type: none"> • To organise staff training during training days and/or twilight sessions • To invite outside trainers specialising in maths to support in training. 	V. Henry P.Derries	Jan 2016	Staff training will take place.
To clarify any changes we need to make to our maths programme to reflect the needs of our learners, and to communicate these to staff.	For staff to have knowledge and understanding of any changes to the maths programmes and how these changes will have a positive impact on the experience of our learners.	Staff and pupils	<ul style="list-style-type: none"> • To communicate changes to staff during Twilight Session or Whole Staff meeting. 	V. Henry	May 2016	Staff training via Twilight or Whole Staff Meeting
To embed any changes to the maths programme into the school's planning cycle	To ensure that the changes we have identified to improve the maths programme become embedded in our practice in the classroom and in pupil progress and achievement.	Pupils	<ul style="list-style-type: none"> • To monitor the delivery and impact of any changes to the maths programme through the school's planning and moderation cycle. 	SLT P. Derries V. Henry	On-going from May 2016 into 2017	The impact of the changes to our maths programme on pupils' learning will begin to be evidenced through assessment.