



Tonacliffe Primary School Improvement Plan 2024-2025

Prioritised Areas for Development
Focus/ Subject - Mathematics
Overview of Key Priorities
<ol style="list-style-type: none">1. To develop maths explanations throughout the school.2. To ensure problem solving is embedded in all lessons and that problem solving is presented in different ways.
Current Situation/ Critical Analysis
Children find it challenging to explain their mathematical thinking. Questions that involve mathematical explanations are not answered up to the same level as mathematical ability. Children find explanation questions challenging in SATs tests. Maths needs to be presented in different ways to stretch mathematical thinking.
Supporting Evidence
SATs tests/results in Year 6 and Year 2. Class tests in other years. Teacher assessment. Analysis of data (termly). Pupil interviews. Lesson observations. Learning walks. Book scrutinies.
Required Changes
<u>1. Staff training to develop teaching strategies to develop mathematical problem solving.</u> Explicit teaching of maths explanations throughout the school. Children to be given more opportunities to be explain their mathematical thinking within lessons – link to oracy. Children understand the importance of getting wrong answers in the path to getting right answers – that incorrect answers are not ‘bad’, and help us to get the right answer.
<u>2. Assessment tests correlate better to teacher assessment.</u>



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3. Children are able to answer problem / reasoning questions.

Mathematical problems need to be presented in different ways.

Problem solving should be embedded into all mathematics lessons.

Proposed Outcomes

1. Children to be able to confidently explain their mathematical thinking both verbally and in a written form.
Children are happy to discuss their thinking even when they have got an answer wrong.
Children embrace idea that a wrong answer is just a step to getting the correct answer.
Improved attainment throughout the school, including formal assessments at the end of KS1 and KS2.
2. Assessment test standardised scores are used in conjunction with teacher assessment and discrepancies are not as extreme.
3. Children are more successful and more confident in answering reasoning questions – both in lessons and in tests.

Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
1. To develop maths explanations throughout the school so that children can explain their	Explicit teaching of maths explanations throughout the school. Children to be given more opportunities to be explain their mathematical thinking	Book moderations: Autumn Term TBC Spring Term TBC Summer Term TBC Lesson observations	Mathematical language and explanations embedded in lessons.	NA	LS/JH	All staff	September 2024	July 2025



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mathematical thinking clearly.	within lessons – link to oracy. Children understand the importance of getting wrong answers in the path to getting right answers – that incorrect answers are not ‘bad’, and help us to get the right answer.							
	Actions from lesson observations acted upon by staff as required.	Actions discussed with LS	Actions from lesson observations acted upon.	NA	All teachers	All staff	September 2024	July 2025
Autumn Evaluation								
Spring Evaluation								
Summer Evaluation								

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Assessment tests correlate better to teacher assessment.	Monitoring of standardised scores on termly maths tests compared to teacher assessment.	Autumn, spring and summer end of term data.	Test scores / data correlate with teacher assessment more closely.	NA	LS	Teachers	September 2024	July 2025
	Conversations with staff if children's test scores differ vastly from teacher assessment.	Autumn, spring and summer end of term data.	Test scores / data correlate with teacher assessment more closely.	NA	LS	Teachers	September 2024	July 2025
	Monitor those children whose test scores differ vastly from teacher assessment.	Autumn, spring and summer end of term data.	Test scores / data correlate with teacher assessment more closely.	NA	LS	Teachers	September 2024	July 2025
Autumn Evaluation								
Spring Evaluation								
Summer Evaluation								

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<p>Children are able to answer problem / reasoning questions successfully.</p>	<p>Mathematical problems need to be presented in different ways.</p>	<p>Book moderations: Autumn Term TBC Spring Term TBC Summer Term TBC</p> <p>Lesson observations</p> <p>Autumn, spring and summer end of term data.</p>	<p>Children are more successful in answering reasoning style problems.</p> <p>Evidence in books of problems presented in different ways.</p>	<p>NA</p>	<p>LS</p>	<p>Teachers</p>	<p>September 2024</p>	<p>July 2025</p>
	<p>Problem solving should be embedded into all mathematics lessons.</p>	<p>Book moderations: Autumn Term TBC Spring Term TBC Summer Term TBC</p> <p>Lesson observations</p> <p>Autumn, spring and summer end of term data.</p>	<p>Problem solving is part of every day maths lessons.</p>	<p>NA</p>	<p>LS</p>	<p>Teachers</p>	<p>September 2024</p>	<p>July 2025</p>



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Autumn Evaluation	
Spring Evaluation	
Summer Evaluation	