



Achieving Success Team

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Achieving Success



Laura Flynn

**Achieving Success
Action Plan 2014-2015**



Area of responsibility: Application of maths across the curriculum				Links with other agencies: Maths Cluster Chorlton Cluster Chorlton High School Richard Bangs Adult Education (Maths)	
Objectives: 1) 70% making 4 or 6 APS with 20% making 3APS or 4APS depending on key stage. 2) To secure the application of maths through topic (minimum 1 session per topic) 3) To raise the profile of maths (so that the children understand when they do maths)					
	Leadership	Support	Resources	Success Criteria	Completion date
1) Maths lessons are well planned and allow for progression for all learners. Both teaching and support staff contribute to the process.	Paul, Jen D and Fiona	Class Teachers and TAs. Cluster schools/Richard Bangs	Progressive calculations policy, maths plans for new curriculum (not Y2/Y6)	<ul style="list-style-type: none">Data target metPlans generated in collaboration with all appropriate staffPlanning takes account of what the children can do well and what they need to do to progress further.	
SEND children are planned for separately. Both teaching and support staff contribute to the process.	Helen W – overview of planning for SEND	Karen, Suzanne and Class Teachers and TAs	As above	<ul style="list-style-type: none">Plans generated in collaboration with all appropriate staffPlanning takes account of what the children can do well and what they need to do to progress further.	
All planning is completed in advance, allowing for resources to be prepared. This is shared with support staff at a timely point.	Karen/Suzanne	Class teachers and TAs	Planning materials in line with school policy and resources as appropriate to lessons. Staff voice.	<ul style="list-style-type: none">All staff have plans at least 48hrs in advance and this enables appropriate resources to be ready before the lessons take place.	
Models and images are used, where appropriate, to support the children with their understanding. This includes Numicon.	Paul, Jen D and Fiona	Class teachers and TAs	Models, images and Numicon	<ul style="list-style-type: none">Models and images are in use to support learning – evident through lesson observations and triangulation	
Opportunities for maths in other	Paul, Jen D and	Class teachers,	As appropriate to the	<ul style="list-style-type: none">Increasing evidence of maths	

subjects across the curriculum are maximised.	Fiona	TAs and subject leads	subjects being covered	across the curriculum – 1 piece per topic plus additional pieces in other subjects	
Opportunities for maths, both indoor and outdoor, are evident daily across EYFS	Jen D	EYFS staff	Appropriate lesson resources for maths sessions	<ul style="list-style-type: none"> ▪ Opportunities for maths in CP evident ▪ Photographs of maths evident in all learning journeys by the end of Spring 2 	
Teaching and learning enables the gaps between vulnerable groups to narrow/close compared to NA (AOPK/WBRI, Boys/Girls, FSM, NFSM & disadvantaged)	Laura/Debs	Teachers, TAs, maths leads, assessment team	Quality first teaching, interventions, RAPs	<ul style="list-style-type: none"> ▪ Gaps between our vulnerable groups narrows/closes to within NA (KS1: Gender 0.3APS, Ethnicity 2.2APS and KS2: Gender 5%, Ethnicity 4%) 	
Adult Education provides training and skills for parents in order for them to support learning outside of school	Laura – with info provided from SG	Parents, adult education, SG	Adult education course	<ul style="list-style-type: none"> ▪ Parents develop understanding of primary maths and are enabled to support children at home ▪ Related children make expected or better progress in maths 	
Real life opportunities are used to support the teaching and learning of maths	Paul	All staff	As appropriate – e.g. ingredients for cooking, shopping etc.	<ul style="list-style-type: none"> ▪ Data target met 	
Maths events/days are used to engage and challenge the children	Paul, Fiona, Jen D	Maths team, all staff	As appropriate, pupil voice and staff voice, support from parents	<ul style="list-style-type: none"> ▪ Data target met ▪ evidence from children/staff/parents about how event has supported learning 	
Basic skills are taught daily	Laura	All staff	Resources for basic skills	<ul style="list-style-type: none"> ▪ Data target met 	
2) Maths through topic is provisionally planned for and children and parents are encouraged to contribute ideas	Laura	Maths leads, teachers and TAs. Children and parents.	Planning, topic webs, parent reply slips.	<ul style="list-style-type: none"> ▪ All topic webs (N-Y6) are sent home with maths through topic clearly signposted. ▪ Spring 2 – 80% of topic webs returned in each class 	

for how this might be developed through topic web.					
Maths sessions are planned and delivered in topic (at least one session per topic) and where appropriate, in other subjects too.	Laura and Paul	Maths leads, subject leads, teachers and TAs	Planning for foundation subjects Squared paper for maths in topic books	<ul style="list-style-type: none"> All topic books (Y1-6) have evidence of one maths session per half term Photographs of maths 	
Work in topic books reflect the appropriate pitch and expectations and enables children to secure their knowledge and understanding	Fiona, Paul and Jen D	Teachers, TAs, Helen S	Pitch and expectations documents, maths policies	<ul style="list-style-type: none"> Through scrutiny, 100% of books looked at will show maths work accurately pitched by end of Spring 2. 	
Pupil voice is used to inform and assess the impact of maths through topic/within the provision in EYFS	Laura and Jen D	Pupils from across the school	Speech bubbles, time for pupils/staff to meet and discuss	<ul style="list-style-type: none"> Feedback is gathered from a selection of children across the school and the outcomes are shared with all staff at a timely point (within 2 weeks of gathering PV) 	
3) The children in our school have a good understanding of when they 'do' maths on a daily basis	Laura/Debs	Pupils from across the school, teachers, TAs	Pupil voice, signposting activities, posters about maths, displays	<ul style="list-style-type: none"> The children talk confidently about when they do maths (30/32 chn asked) The children can list opportunities to apply maths skills throughout the school day The children can identify when they do maths out of school 	
The displays in school reflect the various opportunities available to use and apply maths across the school	Gill/Nicky	Pupils/teachers	Display resources, examples of work, photographs etc	<ul style="list-style-type: none"> Maths gallery reflects a variety of opportunities to apply maths Displays in classes reflect what maths looks like across our school Maths portfolio reflects the opportunities that children have to apply maths (LF/maths leads) 	
Maths working party is set up	Laura	Children from	Children, time for	<ul style="list-style-type: none"> Children taking ownership over 	

(children) to look at how maths at ORPS can be promoted		across school	meetings, resources to put outcomes in place	<ul style="list-style-type: none"> promoting ORPS maths Half termly meetings to plan actions and review outcomes. 	
Spring Review:					

Area of responsibility: Challenge for all learners, including those with SEND				Links with other agencies: <ul style="list-style-type: none"> LOIS Ashgate/Birches Richard Bangs (L6 Maths) Chorlton High School Steve Morris (PE Coach) Peripatetic teachers for music Trinity High School (Ellie Russell/Mick Johnson) CHS 	
Objectives: <ol style="list-style-type: none"> 1) 70% making 4 or 6 APS with 20% making 3APS or 4APS depending on key stage 2) Higher achievers in KS2: 60% R, 55% W and 45% M and in KS1 31% R, 25% W and 25% M 3) Children challenging themselves independently 4) Positive attitudes developed towards the idea of challenge 5) Specific planning/differentiation for SEND children 6) Appropriate challenge for G&T children 					
	Leadership	Support	Resources	Success Criteria	Completion date
1 and 2) Staff understand what Quality First Teaching (QFT) is and this practice is in place throughout school	Helen W	Teachers, TAs	Staff meeting time, collective approach to generating ideas	<ul style="list-style-type: none"> Data target met QFT evident in 100% of classrooms across school by Spring 2 Agreed statement about QFT is drawn up and agreed 	
Lessons are well planned and take account of what the children can already do and what they need to do in order to progress further. All staff involved	English and Maths leads	Laura/Debs Class teachers	Triangulation (time for this), planning format, curriculum document for pitch and expectations, targets	<ul style="list-style-type: none"> Plans enable all children to progress Challenge evident within the plans and in books Pitch and expectations accurate 	

Lessons are differentiated, including separate plans for SEND	English and Maths leads, Helen W	Class teachers	As above plus planning info from SENCo	<ul style="list-style-type: none"> All needs accounted for Structures in place to support, secure and challenge 	
Lessons promote independence and the children have increasing ownership over their learning and progress	Nicky, SLT	Class teachers and children	Observations (within those already scheduled), incredibly independent resources, pupil voice	<ul style="list-style-type: none"> Evident in 95% of lessons observed, moving towards 100% by April 	
Marking and feedback enables the children to extend their understanding or challenges their thinking	Laura, English and Maths leads	Teachers/TAs	Marking policy, evidence of books/marking, samples of best practice, time for scrutiny	<ul style="list-style-type: none"> All marking is in line with school policy 	
Children respond to feedback and recognise that this is a tool to move learning forward	Laura	Subject leads, teachers, children	Marking policy, time for scrutiny	<ul style="list-style-type: none"> All comments are appropriately responded to Children can talk about how marking supports their learning 	
Children self assess and peer assess their work, understanding their targets, what they do well and what they need to do in order to progress.	Laura	Subject leads, teachers, children	Time for discussions with children	<ul style="list-style-type: none"> All children from Y2 upwards self/peer assess in books EYFS/Y1 self/peer assess as appropriate All children can talk about their targets 	
Children, parents and staff have opportunities to contribute to the planning process	Suzanne/Jaweria	All staff, children and families	Topic webs, use of noticeboards, learning logs, learning journeys	<ul style="list-style-type: none"> Increased parental engagement (at least 80% of slips returned) Parity between replies from different ethnic backgrounds 	
Work is moderated and teachers feel secure in making a level judgement	Laura/Debs	All staff, cluster schools, external moderators	Samples of work, assessment materials, cluster, moderators	<ul style="list-style-type: none"> Staff feel comfortable with reaching a judgement Levels are agreed between professionals There is parity – a 3c looks the same across the school Tracking data is accurate 	

Assessment data is used to identify any vulnerable children/groups and provision is made for these children	Laura/Debs Assessment team	Assessment team, subject leads, teachers, TAs	Assessment paperwork, time for data input and collection, assessment team meetings	<ul style="list-style-type: none"> Outcomes of assessment are shared with staff Teachers use RAG trackers to identify pupils 'at risk' Provision is clear for these children 	
Children at risk of not making expected progress are identified and targeted through RAPs	Laura/Helen W/Debs	Teachers and TAs	Time for meetings/discussions, RAP paperwork	<ul style="list-style-type: none"> RAPs in place All children on a RAP make better than expected progress 	
Rigorous Pupil Progress meetings facilitate discussions around children not making progress/reaching potential	Laura/Helen W/Debs	Teachers and TAs, including SEND TAs	Time for meetings, paperwork, data	<ul style="list-style-type: none"> Data target met Rigorous discussions Outcomes discussed (LF/DH) 	
Teachers/TAs work collaboratively and have a collective responsibility for the progress of all children	Suzanne, Karen and Gemma	All staff	Weekly briefing time, PPA, staff meetings	<ul style="list-style-type: none"> Knowledge of children discussed and shared All staff attend appropriate meetings Weekly year group briefing are used to discuss children/learning 	
3 and 4) Children understand the concept of challenge and embrace this positively	Fiona and Karen	All staff and children	Consistent use of language, class expectations, time for discussions	<ul style="list-style-type: none"> All children are encouraged to embrace challenge Challenge is signposted and acknowledged Children talk positively when asked about this 	
Children develop a growth mindset	Suzanne, Laura T, Paul and Nicky	All staff and children	Assembly/PSHE time, display resources	<ul style="list-style-type: none"> Children demonstrate their growth mindset and this is evident in books, lessons and 	

Children feel comfortable to make mistakes and understand this is the key to learning and being successful	Jen D, Suzanne, Laura F	All staff and children	Displays, modelling, time for discussions	discussions <ul style="list-style-type: none"> Displays promote making mistakes Teachers model mistakes 80% of children asked feel comfortable making mistakes, moving to 100% by April 	
Children challenge themselves within lessons	Gill, Laura, Paul	All staff and children	RAG activities, cups, open ended activities	<ul style="list-style-type: none"> Children have opportunities to direct learning and choose appropriate tasks 	
Children understand what they can already do and what they need to do to improve	Laura/Debs	All staff and children	Pupil voice, NAWKI targets, marking and feedback	<ul style="list-style-type: none"> All children asked can identify what they do well 80% of children asked can say what they need to do to improve, with the figure increasing by April 	
Children can challenge their peers and feel comfortable when being challenged	Laura/Debs	All staff and children	Planning, lesson structures, discussions	<ul style="list-style-type: none"> Children are fully involved in self and peer assessment at least 1 x p/w 	
There is a climate for learning that embraces challenge	Fiona	All staff and children	Learning environments, display materials, time for discussions	<ul style="list-style-type: none"> Climate is evident when you enter the classroom (100% of classes) 	
Children can talk about the challenges they face	Laura	Subject leads, teachers, TAs	Triangulation, discussions with class teachers/TAs	<ul style="list-style-type: none"> Evident through triangulation (all children able to do this) 	
Where possible, learning is open ended	Laura	Teachers, TAs	Planning structures, open ended questions	<ul style="list-style-type: none"> Children enabled to make progress through open approach to learning 	
5) Specific plans are provided for	Helen W	Teachers	Planning and	<ul style="list-style-type: none"> All plans show separate 	

children with SEND			differentiated tasks	planning for SEND children	
The learning for children with SEND must remain ambitious	Helen W	Teachers	Challenge activities, differentiation, pitch and expectations materials, targets	<ul style="list-style-type: none"> Data target met 	
Children with SEND must make the progress that they are capable of	Helen W	Laura/Debs All staff	As above	<ul style="list-style-type: none"> Data target met 	
Adaptations are made to the learning environment so that children with specific learning difficulties can access the curriculum	Helen W	Teachers, TAs	Training for specific difficulties, display materials	<ul style="list-style-type: none"> All learning environments are adapted to meet needs of all learners Use of dyslexia friendly materials/colours are in place in 100% of classes 	
Staff are aware and remain conscious that we are all teachers of SEND and have a collective responsibility for ensuring expected progress or better	Helen W	All staff	Training, staff meeting time, SEND materials	<ul style="list-style-type: none"> Data target met Collective responsibility for ensuring expected or better progress 	
Training for SEND is provided at timely points to ensure that the needs of SEND children are met	Helen W	All staff, outside agencies	Staff meeting time, cost for guest speakers, materials for training	<ul style="list-style-type: none"> CPD for ASD, dyslexia and health 	
6) Gifted and Talented lead is in place	Nicky	SLT	G&T courses, support from specialist services	<ul style="list-style-type: none"> G&T lead appointed and active in her role 	
G&T register is created and reviewed	Nicky	Admin staff, class teachers	Registers	<ul style="list-style-type: none"> G&T register 	
Teachers understand the difference between 'Gifted' and 'Talented'	Nicky, Laura, Debs, Helen	All staff	Published materials on G&T	<ul style="list-style-type: none"> Clear definition of Gifted and Talented is in place Consistent use of language and understanding across school 	

G&T children are tracked separately	Nicky, Laura, Debs	Assessment team, teachers	Separate tracker for G&T children	<ul style="list-style-type: none"> Vulnerable group tracking sheet in place Group discussed and tracked at meetings Data target met 	
Appropriate challenge is provided within lessons so that the children remain challenged	Laura and Helen	Teachers and TAs	Extension activities, open ended questions, challenge boxes	<ul style="list-style-type: none"> Challenge evident at all points in lessons (100% observations) Planning shows appropriate challenge for all learners 	
Access to internal and external support is sought if required	Nicky	Admin/finance, internal and external colleagues	Courses, training internally and/or externally	<ul style="list-style-type: none"> If required, support is put in place and the impact is measured through teacher confidence and against progress data 	
G&T children know that they are challenged in their specific area of strength	Laura	Children, Nicky	Time for pupil voice, portfolio of evidence	<ul style="list-style-type: none"> All children on list can discuss how they are challenged in their specific area 	
Children are given open opportunities to show what they can do	Laura T	All staff	Flexible planning, open ended tasks	<ul style="list-style-type: none"> Learning begins for all children where their knowledge ends Building on previous learning is a feature of all lessons 	
Children inform and support the planning process	Nicky	All staff, G&T children	KWL grids, mind maps, planning	<ul style="list-style-type: none"> Planning is well informed by what the children can already do Progress data reflects expected or better than expected progress 	
Where appropriate, children are given opportunities to share their skills	Nicky, Laura	All staff	Opportunities within lessons, assemblies etc to share skills, peer buddies,	<ul style="list-style-type: none"> Children from across the school are given opportunities to share or demonstrate skills 	

Use of 'specialists' in a particular area is good practice, enabling support for the children and CPD for staff	Nicky	Admin/finance, specialists, CPD providers, Steve Morris, Music teachers	working in different year groups Resources for lessons, CPD materials	<ul style="list-style-type: none"> ▪ Staff voice reflects developed confidence in subject knowledge ▪ Progress data is used as an impact measure 	
Spring Review:					