

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
M1 Refine and embed new assessment systems for tracking and accelerating pupil progress	DC/CS	1. Consolidate termly use of NFER and Assertive Mentoring tests 2. Continue to review accuracy and consistency of test results across the school and support teachers to make informed teacher judgements from them 3. Support teachers and senior leaders in using assessment data in Target Tracker to analyse pupil progress and identify pupils needing additional intervention 4. Facilitate opportunities for teachers to standardise and moderate assessment judgements both across the federation 5. Support Y2 and Y6 teachers with teacher assessment and testing procedures, building on lessons learnt in 2016	<ul style="list-style-type: none"> - Teachers feel confident assessing pupils using a mix of testing and informed teacher judgement - Teachers can use assessment data to quickly and effectively identify gaps in pupils' learning and target interventions for vulnerable groups - Senior leaders can quickly and confidently analyse the progress of classes and vulnerable groups within them - Assessment judgements are reliable and consistent across the federation - Y2 and Y6 teachers feel confident with end of key stage requirements - Y2 and Y6 Maths results remain above national 	<ul style="list-style-type: none"> - Staff meeting time - Senior management meeting time (with assessment data focus each half term) - Discussions with phase leaders - Individual work with teachers in particular year groups 	



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M2 Introduce a wider range of opportunities for all children to apply learning at greater depth	NB/CW	<ol style="list-style-type: none"> 1. Embed the use of practical resources and visual models and images across the school, e.g. through the use of Build it, Say it, Draw it and Write it 2. Ensure that problem solving and investigations are a key part of Maths teaching 3. Ensure that lessons provide opportunities for dialogue (spoken / written) so that children can explain their thinking 	<ul style="list-style-type: none"> - Children are able to express their mathematical thinking confidently - All children's books show opportunities for deeper learning - Teachers have good range of evidence of children working at a greater depth 	<ul style="list-style-type: none"> -Children's exercise books -Working walls -Maths observations / drop-ins -Maths planning 	
M3 Explore and develop the use of 'mastery' teaching approaches	NB/CW	<ol style="list-style-type: none"> 1. Embed the use of procedural and conceptual variation 2. Develop the use of sentence stems in planning and on working walls 3. Develop the use of number talks with the whole class or in guided groups 4. Provide opportunities for staff to talk to or observe those who took part in mastery TRG last year 5. Develop TAs' understanding of 'mastery' in the classroom 	<ul style="list-style-type: none"> - Staff have a secure understanding of mastery and what this looks like in the classroom - Evidence of mastery teaching is evident in children's work - Maths lessons provide opportunities for children to make connections and develop mathematical thinking 	<ul style="list-style-type: none"> - Children's exercise books - Working walls - Maths observations / drop-ins - Maths planning 	
M4 Embed effective use of 'deeper' marking	NB/CW	<ol style="list-style-type: none"> 1. Share deeper marking guidelines and ideas with all staff 2. Provide opportunities for staff to share examples of deeper marking with each other 	<ul style="list-style-type: none"> - Staff feel confident with deeper marking and how to regularly plan this into their week - Children's books show a dialogue between the teacher and child 	<ul style="list-style-type: none"> - Children's exercise books - Maths drop-ins 	