

QUALITY OF EDUCATION IMPACT PLAN 2022-23

Key Priority: 4 Led by the Teaching for Mastery lead within the school, all teaching staff are embedding Teaching for Mastery and Mastering Number in daily practice. KS2 children can vocalise their learning journey referencing mastery and use appropriate vocabulary to explain their mathematical learning.

Lead person accountable for the plan: Lexi Wilkinson
Governor/s responsible for the plan: Helen Sheridan

Success Criteria: End of year impact -Percentaged, timeframed - (if different to end of year)		Autumn Target	Autumn Actual	Autumn RAG or grade 1,2,3	Spring Target	Spring Actual	Spring RAG or grade 1,2,3	Summer Target	Summer Actual	Summer RAG or grade 1,2,3
1.	All teaching and learning of Maths follow the evidence-based Teaching for Mastery curriculum design and the lesson sequence design, with teachers making adaptations to lessons if necessary. All children have the ordinarily available provision for maths teaching and are scaffolded where needed.	100%			100%			100%		
2.	Purposeful interventions (focusing on SEND) support the teaching and learning of Maths from Early Years - Y6. This ranges from independent diagnostic app intervention to interventions by skilled teachers and teaching assistants.	100%			100%			100%		
3.	Children love Maths and can vocalise the Maths learning journey within a lesson, beginning with recalling previous learning knowledge and skills.	75%			85%			95%		
4.	The teaching of maths will have a vocabulary focus, where all teaching staff are using the precise vocabulary for their maths lessons.	100%			100%			100%		