

Driver Diagram – Maths and Numeracy (19/20: curriculum maintenance)

Aim – states what is to be achieved, how good and by when.

Primary drivers – needed for the aim to be achieved.

Secondary Drivers – our theory about what needs to be in place to deliver the primary drivers.

Ideas: what could be tried out in practice: **PDSA tests**

1. By June 2020, our attainment will increase from a current 80% average to 90% throughout the school.

2. By June 2020, 100% of staff will be consistent in:

- Use of planning and reference tools e.g. GHS skills progression, FC progression Pathways, Benchmarks etc.
- Which resources are being used
- Information for parents through worked examples in homework
- Use of Seesaw to report and assess progress
- Reporting levels and next steps to parents
- Linking learning in the classroom to outdoors and STEM

Staff/Curriculum rationale
Will discuss and share current teaching approaches and develop a **rationale** outlining agreed expectations around methodology, support for pupils, outdoor learning, IDL, family learning and reporting. This will lead to increased consistency, improved pupil confidence and raised attainment

Pedagogy
Staff will review current pedagogy by looking in, looking out and looking forward.

Children and young people
Our pupils will demonstrate increased resilience, confidence, number knowledge and independent problem solving skills.

Professional learning and debate around

- Learning and teaching approaches
- Assessment approaches
- Data analysis

Consultation with parents, staff and children (Feb 2019).
Further consultation with parents, children and staff around learning logs/homework and reporting.

Evaluation of impact in June 2020 (Staff, pupils and parents feedback)

Collaboration with colleagues within and out with – locally, nationally and internationally

- What are other schools doing?
- What is current research telling us?
- What is happening in other countries?

Moderation

Quality assurance procedures

Conduct a review of the current learning experiences of children in our school (in Maths and Numeracy).

Discuss and re-define: what makes a high quality lesson or learning experience in numeracy and maths? (Including reference to design principles)

Monitor learning and teaching through SLT observations, peer observations and huddles.

Through Collegiate sessions explore effective methodologies, Curriculum rationale and use of resources for consistency.

All staff to engage in CPD e.g. Maths Mastery, Susan Thomson (Falkirk).

Review and replenish Maths resources including most up to date textbooks.

Engage staff in data analysis (CfE, BGE and SNSA) to inform planning

Engage parents in learning events which explore skills development in this area e.g. how we teach fractions, how we use the outdoor environment.

Make links to STEM (our other SIP priority).

Review support given to children experiencing difficulty - is this fit for purpose? Could this be better?

Develop approaches as a staff around how we recognise success and achievement? (Link to VVA school improvement priority)

Consult with GHS maths department as required.

To gain a Local and National perspective (Looking out) attend RIC events for Numeracy.