

## Maths and Numeracy: Curriculum maintenance

| <p><b><u>Outcome Measures</u></b></p> <p>Are we making things better?</p> <p>Are we on track with our Aim?</p>                                                                                                                                                                      | <p><b><u>Process Measure</u></b></p> <p>Are we doing the right things every time?</p> <p>Is the process reliable?</p>                                                                                                                                   | <p><b><u>Balancing Measures</u></b></p> <p>Look at the systems from different dimensions.</p> <p>Does improving one thing cause problems elsewhere?</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>% of children achieving expected levels in numeracy at all stages (achieving or on tracking).</p> <p>% of parents expressing increased confidence in supporting learning at home.</p> <p>% of classroom observations that meet the agreed standards of a high quality lesson</p> | <p>% of staff who report they feel confident in learning and teaching of Numeracy.</p> <p>% of children expressing increased confidence in numeracy and maths.</p> <p>% of children who reporting feeling more confident in problem based learning.</p> | <p>% of children who can identify application of numeracy in other areas of the curriculum.</p>                                                         |