Driver Diagram: Maths and Numeracy 20/21

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

By June 2021, our attainment in P5 will increase from 85% to 90%.

All teachers will fully engage with changes to pedagogy, decluttering the maths and numeracy curriculum and pathways of progression.

By June 2021 we will have a refreshed DRAFT Maths and Numeracy curriculum bespoke to the needs of our school and GHS.

All teachers will be 100% confidence in:

- An accurate assessment of this curriculum level for learners in P1 to P7, based on evidence of progress.
- 100% of teachers will be able to describe the patterns and anomalies of base line assessment and SNSA data and use this to inform short, medium and long term planning.
- All children will demonstrate the ability to discuss their own learning.
- Further to this all children will know the level they are working towards and what their next steps are.

Almost all of our parents and families will engage in family learning opportunities through digital and on-line learning (to reflect our COVID experience).

Primary drivers – needed for the aim to be achieved.

Pedagogy: a pedagogical approach to maths and numeracy taken from (Singapore approach) La Salle, maths stories and maths talk will be evident in learning and teaching.

Data: Staff will develop increased confidence in analysing and understanding data to inform planning and assessment.

Partnerships: Pupil and parental voice will inform family learning experiences, leading to increased confidence, number knowledge and problem solving skills.

Second level staff will continue to link with GHS progression grid, sharing this information with first and early level staff to support planning for progression.

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

1. All staff will participate in **CLPL**: "Teach less BUT cover it well", "Teach less and learn more". Staff will apply their increasing knowledge into classroom practice.

2. All pupils will be given daily opportunities to discuss their learning, thinking and problem solving approaches leading to increased understanding and confidence levels. This, in turn, will lead to increased attainment.

3. Ongoing **moderation** against the QIs in HGIOS 4 (2.2, 2.3, 2.4 3.2), benchmarks and moderation cycle to inform whole school priorities.
All staff will engage in **analysing data** specific to our own context, with the support of the RIC data coach and our lead data teacher.
Class teachers to develop their wider understanding of how data about groups and individuals 'tells the story' of their attainment and achievement.

Parents and pupils will be able to access Microsoft Teams or Seesaw to engage with worked examples and explanations of learning within Maths and Numeracy with a view to supporting learning at home.

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

5 staff have been given leadership opportunities to support their colleagues, overseen by our lead maths and numeracy teacher:

1. Maths stories,
2. Data analysis
3. Number talks,
4. Maths anxiety and resilience & the 'realness' of maths
5. Family learning and targeted support.

Our Maths and Numeracy lead teacher's role is defined by developing and resourcing the Maths and Numeracy Curriculum in St Margaret's.

All staff will identify 3 key themes from their data analysis to reflect on in their journal. This critical reflection should then translate into informing or altering their learner's experiences.

Teacher leading on family learning will work in partnership with some pupils and parents to create and develop a family learning communication which explains Mathematical and Numerical vocabulary and taught concepts within our curriculum.

Quality assurance, self-evaluation discussions, tracking, monitoring and progress meetings evidence staff's increasing confidence and understanding of data, pedagogy, family learning and partnerships.