




Education Development Plan 2002 - 2007: Revision 2003

Priority 1d: Raising Attainment in Numeracy				
Links to other plans or parts of the EDP	Priority 2, 5, 6, 7, 8 Excellence In Cities plan, Education Action Zone plans, Family Learning plan, Social/educational inclusion plans, ICT plan, Neighbourhood Renewal Plan			
Activity 1d.1	Improve the quality of teaching in targeted / intensive support primary schools			
Key SSRE Area	1, 2	The curriculum, Attainment		
Targets/Success Criteria: <ul style="list-style-type: none"> • Able pupils are effectively identified and targeted support improves progress of attainment • Improved teacher subject knowledge and the quality of teaching in intensive schools to achieve 95% satisfaction or better teaching • Pupil progress of under-achieving pupil increases to at least in-line with the statistical neighbours • Pupil attainment of children involved in Springboard programmes increases by 5% • Improved motivation and attainment (+5%) of pupils involved in the RM Maths ICT system • Effective curricular targets in schools contribute to a reliability target of 65% at Key Stage 2 in mathematics • Improve the management of monitoring, performance and assessment data to plan targeted teaching/intervention programmes and accelerate pupil progress 			Evaluation: how/when/by whom Annually by Head of School Improvement using school and LEA performance data.	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1a) Improve the quality of teaching and learning by ensuring that in 'intensive' schools Mathematics Action Plans are based on high-quality school audits that target curriculum needs effectively.	Senior Teaching and Learning Consultants	Management and staff in 'intensive' support schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing - Maths Action Plans to be written in first half of autumn term
1a) Provide school-based guidance and training for all 'intensive' support schools in curriculum planning and delivery.	Senior Teaching and Learning Consultants	Headteachers, DHTs, Assessment Co-ordinators, Maths and EMA Co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
1c) Provide guidance and training by modelling good practice through demonstration lessons, lesson observations, feedback and provision of action points for development.	Senior Teaching and Learning Consultants	Management and staff in 'intensive' support schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing - Termly programme of lessons by leading numeracy teachers.

Education Development Plan 2002 - 2007: Revision 2003

Initiatives	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1d) Provide guidance and training through the provision of INSET based on school priorities to improve teacher subject knowledge, skills and understanding.	Senior Teaching and Learning Consultants	Management and staff in 'intensive' support schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
1e) Provide school-based guidance and training for all 'intensive' support schools in assessment and curricular target setting for classes, groups and individual pupils, including the use of ICT databases for pupil tracking.	Senior Teaching and Learning Consultants	Headteachers, DHTs, Assessment Co-ordinators, Maths and EMA Co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
1f) Provide guidance, training and support for 'intensive' schools on the use of ICT to enhance the teaching of numeracy.	Senior Teaching and Learning Consultants & Primary ICT Consultant	Teachers in 'intensive' schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
2) Continue and develop Leading Teacher programme and support 'intensive' schools in implementing best practice observed during visits to demonstration days.	Senior Teaching and Learning Consultants	Teachers in 'intensive' schools	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
3a) Improve pupil progress by identifying and accrediting good practice on the use of Springboard 'catch up' programmes. Disseminate through LEA subject consultants, link advisers and the LEA Best Practice web-site	Senior Teaching and Learning Consultants	Headteachers, DHTs, Assessment Co-ordinators, Maths Co-ordinators, class teachers.	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
3b) Improve pupil attainment by identifying and accrediting good practice in the use of performance data to set curricular targets for the school, individual pupils or groups of pupils. Disseminate through LEA subject consultants, link advisers and the LEA Best Practice web-site.	Senior Teaching and Learning Consultants	Headteachers, DHTs, Assessment Co-ordinators, Maths Co-ordinators, class teachers.	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
4a) Extend the use of the RM Maths software program to all schools.	Primary ICT Consultant	Maths Co-ordinators, class teachers.	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing 60% of schools by 2003 75% by 2004 85% by 2005
4b) Provide guidance and training in the use of the RM Maths program to support pupil attainment in Maths.	Senior Teaching and Learning Consultants	Maths Co-ordinators, class teachers.	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing

Education Development Plan 2002 - 2007: Revision 2003

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Links to other plans or parts of the EDP	1a Raising attainment in Early Years and the Foundation stage attainment in KS3, 5 Support for schools causing concern, 6 Social and educational inclusion, 7 Self managing schools, 8 Recruitment and retention, Excellence In Cities plan, Education Action Zone plans, Family Learning plan, Social/educational inclusion plans, ICT plan, Neighbourhood Renewal Plan			
Activity 1d.2	Improve the management of monitoring, performance and assessment data to plan targeted teaching/intervention programmes leading to accelerate pupil progress.			
Key SSRE Area	1, 2	The curriculum, Attainment		
 Targets/Success Criteria: <ul style="list-style-type: none"> Increased the percentage of children achieving L3 in KS1 to 25% and L5 in KS2 to 20% Close the attainment gap by at least 5% by improving the attainment of Caribbean pupils at KS2 Over 90%% of chools set curriculum targets for individual and groups of pupils Effective identifying and targeting of any underachieving groups of pupils in place in over 90% of schools Improved levels of achievement of pupils involved in Springboard and Booster programmes. 90% of targeted children achieve L4+ Reduction the percentage of L2 children achieving L2c in KS1 to below 10% Effective assessment procedures in place in schools which inform planning and teaching evident in over 90% of schools Planning indicates effective differentiation and provision for children with SEN and G&Tin over 90% of schools Use of RM Maths ICT system leads to improved levels of achievement of targeted groups 	Evaluation: how/when/by whom Annually by Head of School Improvement using school and LEA performance data.			
 ons	Responsible Personnel	Target audience	Monitoring how/when/by whom	 ng/Timescales
1a) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training on the analysis of performance data & target setting.	Senior Teaching and Learning Consultants	Maths co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annual targets set following analysis of test results and reviewed within set timescale agreed with school

Education Development Plan 2002 - 2007: Revision 2003

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1b) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training in teacher assessment and end of key stage test preparation.	Senior Teaching and Learning Consultants	Y2 and Y6 teachers Maths co-ordinators	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing
1c) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training in the use of 'Springboard' and Booster programmes	Senior Teaching and Learning Consultants	Underachieving groups of pupils in Y3, Y4 and Y5	LEA audit of key stage assessments and monitoring of individual pupil achievement (termly) and SATs (annually) Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants	Continuing – Annually schools prioritise year group to be targeted each term. Booster provision provided in Spring/Summer terms.
1d) Accelerate pupil progress by developing teacher knowledge and understanding of strategies to raise the level of achievement of Caribbean pupils in KS2.	Literacy/EMA adviser	Targeted Y6 pupils, EMA staff Maths co-ordinator	EMA advisory team/maths team/link advisors to monitor implementation of strategies through observation of teaching, monitoring of planning and resources used. Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annual training provided
1e) Accelerate pupil progress by developing teacher knowledge and understanding of strategies to raise the level of achievement of pupils who have English as an additional language	Literacy/EMA adviser	Targeted Y6 pupils, EMA staff Maths co-ordinator	Maths team/link advisors to monitor implementation of strategies through observation of teaching, monitoring of planning and resources used. Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants	Continuing – Annual training session incorporated in autumn term
1f) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training on strategies to move L2c children to L2b.	Senior Teaching and Learning Consultants	Y2 teachers	LEA audit of key stage assessments and monitoring of individual pupil achievement (termly) and SATs (annually) Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants	Continuing – Annually training in spring term

Education Development Plan 2002 - 2007: Revision 2003

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1g) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training on meeting the needs of more able pupils	EiC/ G&T Advisers	G & T co-ordinators Able Y5 children Maths co-ordinators	EiC Adviser, termly through evaluation reports	Continuing – Annually Y5 workshop and training for teachers during spring term
1h) Accelerate pupil progress by developing teacher knowledge and understanding through the provision of guidance and training on focused on pupils with special educational needs	TBA	SENCOs SEN support staff	Termly report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annually Autumn term training

Education Development Plan 2002 - 2007: Revision 2003

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Activity 1d.3	Improve teacher subject knowledge and provide a training programme to support effective teaching and learning. Provide training opportunities for parents and governors			
Key SSRE Area	1, 2	The curriculum, Attainment		
Outcomes/Success Criteria: Improved quality of teaching and teacher subject knowledge in at least 90% of schools where teachers have attended training Effective use of teaching assistants in the daily maths lesson in at least 90% of schools where teaching assistants have attended training Uptake of training high High up take of training and positive evaluations – 95% of evaluations satisfactory or better			Evaluation: how/when/by whom Annually by Head of School Improvement using school and LEA performance data.	
Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescale
1a) Provide guidance and training in the effective teaching of Maths for KS1 and Foundation stage teachers	Senior Teaching and Learning Consultants	KS1 teachers, Early years teachers,	High attendance and 90% positive evaluations. Effective co-ordination evident in monitoring visits by Link advisers/maths team. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing - Annually in Spring/summer terms
1a) Provide guidance and training in the effective teaching of Maths for NQTs	Senior Teaching and Learning Consultants and LEA CPD Coordinator	NQTs	Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing - Annually ½ day each in autumn and spring terms.

Education Development Plan 2002 - 2007: Revision 2003

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1c) Provide training for Teaching Assistants in supporting the effective teaching of Maths	LEA CPD Coordinator Primary Maths Adviser Numeracy Consultants	Teaching assistants	Teaching assistants effectively supporting children in daily maths lesson - evident in monitoring visits by Link advisers/maths team. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – One day per term
1d) Provide training days in effective teaching of Maths for Maths co-ordinators	Primary Maths Adviser Numeracy Consultants	Maths co-ordinators	Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Termly programme of lessons compiled by primary maths adviser
2) Facilitate the observation of class teachers by Leading Mathematics Teachers to provided feedback on the quality of teaching and learning in Maths	Senior Teaching and Learning Consultants	Class teachers	Monitoring by primary maths adviser through observations of LMTs, feedback from observing teachers, feedback from headteachers on impact in the classroom. Termly meeting of LMTs with adviser. One day professional development for LMTs. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annually as requested by intensive schools
3a) Lead workshops for parents in how to support their children's Maths, in intensive support schools	Primary Maths Adviser Numeracy Consultants	Parents	Headteachers report parents more involved in children's mathematics education. Homework completed. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annually as requested by intensive schools
3b) Run parents workshops in how to support their children's Maths, for clusters of schools	Primary Maths Adviser Numeracy Consultants	Parents	Headteachers report parents more involved in children's mathematics education. Homework completed. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.	Continuing – Annually as requested by intensive schools

Education Development Plan 2002 - 2007: Revision 2003

Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
3c) Provide training for governors	Primary Maths Adviser	School Governors	Governors informed and able to support implementation of NNS in schools. Numeracy governor active in mathematics development within schools. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.s.	Continuing – Annually as requested by Governor Support Team
4) Organise the 'Maths Challenge' inter-school Maths competition.	Senior Teaching and Learning Consultants	Maths co-ordinators / class teachers	High quality of work entered in prearranged key categories judged by maths team and other LEA staff. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.s.	Summer term (Repeated annually)
5a) Incorporate advice on using ICT in the numeracy strategy into central training programmes and advise on the use of ICT when planning with schools.	Senior Teaching and Learning Consultants	Middle managers and teachers	Numeracy Manager and ICT Adviser to evaluate the impact of training. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.s.	Continuing
5b) Provide training, support and advice in the use of assessment software for numeracy	Senior Teaching and Learning Consultants	Middle managers and teachers	Numeracy Manager and ICT Adviser to evaluate the use of the assessment software. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.s.	Continuing
5c) Model the use of ICT in all aspects of the numeracy hour when working in schools	Senior Teaching and Learning Consultants	Middle managers and teachers	Numeracy Manager to evaluate the impact of the work of the consultants in schools. Annual report to Principal Adviser (Primary) by Senior Teaching and Learning Consultants.s.	Continuing