Maths Action Plan 2025 – 2026

School SDP Priorities:	**Success criteria:**
1. To achieve high standards in Reading, Writing and SPAG throughout the school and maintain strong rates of attainment across the school for all pupil groups. 2. To develop the curriculum to promote Maths, maintaining standards to ensure that they are in line with national standards, including those pupils with SEND and PP identification. 3. 3: To continue to develop the curriculum across the school. To develop the progression of skills in foundation subjects, to build on pupil's subject knowledge across the school. To ensure that there is a well-planned and ambitious curriculum in place. To develop subject leadership knowledge amongst all staff, including curriculum leaders.	In EYFS, children take part in teacher led lessons and are then exposed to continuous provision which links to their learning. In KS1 through to KS2, children receive daily lessons. In addition, children receive regular fluency sessions using 'Mastering Number' in EYFS and KS1 which focus on key skills like number bonds. KS2 children receive regular fluency lessons focussing on skills such as times tables and number facts as well as recapping mental strategies previously taught, building on their prior knowledge to ensure the skills are fully embedded. Using the National Curriculum, we design our maths lessons to support children to perform and have success with simpler tasks before moving on to perform more complex tasks. Maths is taught in blocks, with place value being the starting point in all year groups, so children can develop an understanding of number which will enable them to unlock their ability to work through the other areas of maths (for example, addition and subtraction). Within each block, lessons are taught in small steps with the aim of building on pupils' prior knowledge. Throughout each block, children work on the National Curriculum objectives through fluency, problem solving and reasoning work which are intertwined into each small step. Teachers are given the autonomy to decide how much time is necessary for children to grasp each small step. Where children struggle to understand a specific concept or where errors indicate a misconception, further scaffolding through a timely 1 to 1 or small group intervention will be delivered.

	Where additional needs are identified, a suitable intervention (e.g. precision teaching) will be implemented. **Skills developed by the end of KS2:** By the end of Key Stage 2, pupils will have developed secure mathematical understanding and fluency across all strands of the curriculum. • Apply efficient calculation strategies with confidence and accuracy. • Reason mathematically, explaining their thinking using appropriate vocabulary. • Solve multi-step problems, selecting and applying suitable methods. • Make connections between different areas of mathematics. • Use mathematical language, symbols and representations effectively. • Demonstrate resilience and independence when tackling unfamiliar problems. • Apply mathematical skills in real-life and cross-curricular contexts. **<u>Assessment and Progression</u>** **KS1: Knowledge Progression** During Key Stage 1, pupils build strong foundations in number and early mathematical concepts through practical, visual and concrete experiences. Progression includes the following: • Secure understanding of number, place value and counting. • Development of addition and subtraction strategies using concrete resources. • Early understanding of multiplication and division through grouping and sharing. • Recognition and description of basic 2D and 3D shapes. • Introduction to measurement (length, mass, capacity, time and money) • Use of mathematical language to describe, compare and explain.

	KS1: Pupils show that they can: • Count, read and write numbers accurately. • Add and subtract within 20 (and beyond, where appropriate). • Use concrete and pictorial representations to support understanding. • Recognise and name common shapes and describe their properties. • Measure and compare objects using standard and non-standard units. • Explain their thinking using simple mathematical vocabulary. **Assessment Indicators (KS1)** • Accurately apply taught methods in number and calculation. • Use manipulatives and representations independently. • Verbally explain their reasoning when prompted. • Show secure understanding of key objectives for their year group. • Are increasingly fluent and confident in mental maths. **KS2: Pupils show that they can:** • Apply formal written methods for all four operations accurately. • Reason mathematically and justify answers using correct vocabulary. • Solve increasingly complex and multi-step problems. • Make links between mathematical concepts and representations. • Work flexibly with numbers, including fractions, decimals and percentages. • Apply mathematics confidently in real-life contexts. **Assessment Indicators (KS2)** • Demonstrate fluency, reasoning and problem-solving across all areas. • Select efficient strategies independently.

	• Explain and justify methods clearly, verbally and in writing. • Apply prior learning to unfamiliar problems. • Meet or exceed age-related expectations by the end of Key Stage 2.

Priority:	Actions:	Who:	When:	Evidence/Impact
Curriculum Progression	Learning experiences to ensure coverage of NC objectives. Ensure smooth transition between teachers. Teachers are confident in what to teach and aware of prior knowledge from previous year groups.	SM	Spring Term 2026	Check that teachers and LSAs are confident with the progression of skills in maths and that all areas of the National Curriculum are being covered.
Accelerate outcomes for all children in maths by increasing opportunities for reasoning and problem solving.	Ensure all staff are providing reasoning and problem solving activities for all pupils. Share a range of reasoning and problem solving resources.	Teachers	Spring Term 2026	Evidence of problem solving and reasoning opportunities for all children in books. Assessment for learning is used to accelerate outcomes for all pupils. Pupil voice and books demonstrate knowledge and skill progression.

Use of manipulatives and pictorial representations.	SM to conduct an audit of equipment and place an order. All children to have opportunities to use concrete and pictorial representations to support their understanding of key mathematical concepts.	Teachers All staff	Spring Term 2026	Evidence in books – photographs or annotations. Pupil voice. Learning walks.
Accelerate outcomes for all children in maths by increasing the fluency in number.	Counting/tables/mental arithmetic opportunities to be planned into each day to allow children opportunity to develop fluency	Teachers	On going	Learning walks – observing counting taking place. Pupil voice.
Accelerate outcomes for disadvantaged pupils.	SM to attend Somerset Counts training sessions and share findings with all staff.	SM Teachers	On going	Tasks provided by Somerset Counts and data collected for the training.
Ensure SEND learners make strong progress in Maths and are supported towards aspirational targets (including GD where appropriate).	Use manipulatives, visual supports, and scaffolding to ensure access. Provide pre-teaching and overlearning where needed. Liaise with SENDCo to adapt GD tasks for high-	SM Teachers	On going	SEND pupils make expected progress. Evidence of scaffolds enabling access to reasoning tasks.

	potential SEND learners. Ensure SEND provision maps include Maths strategies and provision.			Identified SEND pupils with high potential supported to reach GD.
Identify pupils on the cusp of Greater Depth and provide half-termly targeted interventions/focus groups in class (reasoning groups, stretch tasks).	Intervention led by class teacher/TA using structured resources	All staff	On going	Pupil progress meetings to show movement from Expected → Greater Depth.
Assessment & Monitoring. Embedding of knowledge.	Termly/half termly assessment weeks. Data to be recorded and compared to previous scores. Termly book looks. Pupil voice. Embed retrieval through lessons, morning work and starter activities.	Teachers All staff	On going	Teachers accurately assess using summative assessments. Teachers accurately assess day to day using formative assessment.