

Appendix A

ACTION PLAN			
Cluster/School Sunnyside PS		Total PEF Allocation £5040.11	Links to SAC
Headteacher/Manager Denise Penman	Accountable Person Jacki Dowie	Improving Outcomes Manager Cathy Quinn	RAG status

Outcome (transformational)		
Proposed intervention 10% annual increase in the number of children/young people achieving CfE levels in numeracy across the learning community		
Rationale for this proposal <i>Why are you doing this? What evidence do you have that this intervention is required? Is this a cluster or individual school proposal? Who has been consulted?</i>		
25% of children from catchment area living in SIMD 1 and 2 achieve 2nd level by the end of Primary School. 60% of children living in SIMD 1 and 2 have a standardised score of below 85 in General Maths and 65% of children in mental maths. The authority has recently trained a staff member from each school in Maths Recovery. Addresses NIF priority		
NIF Priority	NIF Driver(s)	HGIOS 4 QIs
To improve attainment for all, particularly in literacy and numeracy To improve the learning progress of every child, by reducing inequality in education	1. Teacher Professionalism 2. School Leadership 3. Assessment of children's progress	1.3 Leadership of change 2.3 Planning, Teaching and Assessment 3.2 Raising Attainment and Achievement

Start date	Time allocation	Progress review date	Completion date
Aug 2017			

Outcomes (What do you want to achieve and by when – e.g. short, medium and long term goals?)	Success criteria (Improved outcomes for pupils)	
	Impact	Measurement Plan

<p>Short</p> <ul style="list-style-type: none"> • Increased confidence in staff to teach numeracy <ol style="list-style-type: none"> 1. Training for new staff/ refreshers for existing staff – shadowing/structure of a week/ discussion of planning & tracking documents • High quality learning resources sourced <ol style="list-style-type: none"> 2. <i>Resources boxed and accessible</i> 3. <i>Effective use of IT – Sumdog etc.</i> <p>Medium</p> <ul style="list-style-type: none"> • Higher quality, consistent learning experiences for children and young people <ol style="list-style-type: none"> 1. <i>Staff to use SHM folders for vocab and teaching ideas</i> 2. <i>Regular reinforcement of concepts</i> 3. <i>Fluid groupings throughout each maths/numeracy topic</i> • Increased mental agility of children/young people <ol style="list-style-type: none"> 4. <i>Staff to consistently use and adapt Big Maths</i> • Improved outcomes for children with an identified need <ol style="list-style-type: none"> 5. <i>Ensure numeracy/maths targets are set and met through the Staged Intervention Process</i> • Children's/YP learning experiences are enhanced through effective resourcing <ol style="list-style-type: none"> 6. <i>Numeracy/Maths Homework?</i> 7. <i>Maths Recovery – all staff trained and resources made/bought and used effectively</i> <p>Long</p> <ul style="list-style-type: none"> • Consistent approach to assessment of numeracy across the Learning Community – 	<ol style="list-style-type: none"> 6. Staff will be confident in identifying next steps in teaching of numeracy and in identifying next steps in children's learning. 7. Children will be engaged and participate in numeracy lessons 8. All children will make good progress on prior levels of mental maths 9. Staff will be confident in assessment approaches 10. Staff will be confident in using Growth Mindset to support and improve attainment 	<p>1.1 Tracking/planning meetings 1.2 PRD 1.3 Staff attendance at local authority training</p> <p>2.1 Quality Assurance visit school and Local Authority (HMIe) 2.2 Pupil questionnaire 2.3 Staff self-evaluation 2.4 Pupil profiles</p> <p>3.1 Weekly assessments 3.2 Standardised assessment 3.3 Evaluation of Child's Plan.</p> <p>4.1 Learning Community Moderation exercise</p>
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<ol style="list-style-type: none"> 1. <i>Assessment resource from Lynne McBain</i> <ul style="list-style-type: none"> • Increased skill in teachers to plan for holistic assessments <ol style="list-style-type: none"> 2. <i>Staff to use planning & tracking forms, phases, benchmarks and hinge questions</i> <ul style="list-style-type: none"> • Combine Growth Mindset and Conceptual Maths to improve attainment <ol style="list-style-type: none"> 1. <i>Numeracy leader to agree project with Alison Hennessy from Winning Scotland Foundation (WSF)</i> 2. <i>Establish baseline – pupil resilience</i> 3. <i>Trial project with Action Learning Set meetings with other schools involved</i> 4. <i>CLPL to be delivered to all teaching staff in own establishment – supported by WSF</i> 5. <i>Teaching staff to decide and start own project</i> 		
Challenges (What might hinder success?)	Solutions	
<ul style="list-style-type: none"> • Consistency of learners experiences across the learning community • Continuity in staffing and staff training • IT –Connectivity, License • Consistency in Teacher Professional Judgement of CfE levels • Staff knowledge and understanding of holistic assessments • Consistency of pupils' experience of holistic assessment • Availability of staff 	<ul style="list-style-type: none"> • Numeracy working group to support moderation across the authority. • All staff engage in training • 'Champions' to be established in each school to support staff training across the learning community • Work with local authority personnel; QAMSO, Numeracy Leaders, 	

Specific Tasks	Responsibility	By when	Ongoing evaluation
Training for Staff in 'Teaching Numeracy in the Classroom'	Lynne McBain & Numeracy Leaders	Session 1: 30 th October 2018	Videod lesson completed by all teaching staff (D

			Allan still to receive training)
structure of a week – one hour per day plus 20 minutes mental agility	Jacki Dowie with class teachers and Lynne McBain SMT	Term 2 – Oct 2017	First Level classes being observed fortnightly Early and Second level classes by SMT
discussion of planning & tracking documents	Jacki Dowie with class teachers	Term 2 – Oct 2017	All staff expected to use new documents SMT to check use in forward plans
High quality learning resources sourced	Jacki Dowie	Feb 2018	Completed
Sumdog License purchased	Jacki Dowie	Nov 2017	Most children are making improvements in their Sumdog scores
Fluid groupings introduced	Jacki Dowie	Term 2 –Oct 2017	Tracking meetings?
Targets set in Staged Intervention Process	Liz Doherty Tamzin Grossert	On-going	Learning Assistant to support learning in Numeracy
Use of phases, benchmarks and 'hinge' questions to assess next steps in learning	Jacki Dowie and all teaching staff	On- going	Evidence in planning meetings with SMT?

Resources (What you need to do this job:, people, budget, support from the centre)

Collegiate Time allocated to Learning Community priorities

Clackmannanshire Numeracy Progression Framework

Clackmannanshire Numeracy Assessment

Maths/Numeracy Area	Cost		
Teacher Resources	£2269.22		
Teaching Numeracy in the Classroom	£1045.75		
Money	£34.93		
Number	£1222.99		
Shape	£276.87		
Games pack - mixed	£70.94		
Measure	£92.74		
Storage	£26.67		
		TOTAL	5040.11

Overall Evaluation		
Progress	Impact	Evidence
<p>Short Term Goals</p> <p>Increased confidence in staff to teach numeracy</p> <p>Class teachers trained in 'Teaching Numeracy in the Classroom' by Lynne McBain & Numeracy Leaders</p> <p>The structure of the week was reviewed resulting in an expectation that children will experience learning in numeracy and maths for at least one hour per day plus 20 minutes mental agility. This is resulting in pupils being taught numeracy and maths more often and for longer each week.</p> <p>Planning and tracking documents have been reviewed and revised to ensure a more comprehensive and consistent approach across the whole school.</p> <p>High quality learning resources sourced</p> <p><i>High quality resources have been purchased to enhance children's learning experiences and to support the delivery of the numeracy and maths curriculum. Staff have been trained in their effective use. Class sets of core resources are allocated to each class so that they are available when required.</i></p>	<p>Staff becoming more confident in using the resource to improve attainment</p> <p>All children have a greater opportunity to learn new skills and concepts and to reinforce and practise existing ones.</p> <p>Greater consistency of approach with a greater focus upon pace and challenge.</p> <p>Teacher confidence is developing and children's motivation to learning in numeracy and maths is improving as the quality of learning experiences improve.</p> <p>Teacher professional judgement of attainment levels are highlighting improvements; Sumdog scores are</p>	<p>Classroom observation (video).</p> <p>Minutes from planning and tracking meetings; analysis of class timetables.</p> <p>Planning folders; minutes from planning and tracking meetings.</p> <p>Resource lists; Minutes from planning and tracking meetings; Class observations (video); Sumdog data;</p> <p>Forward planning documents; Minutes from planning and tracking meetings; classroom observations (videos); Classroom observations planned for April to June; pre/post concept 'hinge' questions data</p>

<p><i>Sets of iPads are available in each class and Teachers now discuss how IT can be used to enhance learning in teaching during planning meetings. IT is being effectively used in some classes to allow for skills and concepts to be reinforced. Regular professional learning support is available to improve teacher confidence in its effective use.</i></p> <p>Medium Term Goals Higher quality, consistent learning experiences for children and young people</p> <p><i>SHM teaching folders have been purchased for all stages to ensure consistency of approach and of vocabulary used across stages, levels and whole school. Concepts and skills are reinforced regularly with an expectation that revision will be a component in every lesson. The use of pre and post topic 'hinge' questions is allowing for fluidity in groups throughout each numeracy and maths concept and also resulting in children learning at a level appropriate to the individual for each concept.</i></p>	<p>improving at most stages.</p> <p>Consistency of approach across the whole school. Teacher assessments highlight an increased in children's retention of concepts resulting in an improvement in teacher's professional judgements in respect to attainment.</p> <p>For the more able pupils, ability has increased however learning does not always match children's abilities and therefore there is a dichotomy between Big Maths and other approaches to teaching numeracy (Teaching Numeracy in the Classroom). Pupil</p>	<p>Forward planning documents; Observations during school review; Minutes from planning and tracking meetings</p> <p>Minutes from staged intervention meetings; minutes from planning and tracking meetings; Support for learning timetables (Teacher and learning assistants);</p> <p>Data collated re children's individual challenge scores; data re homework returned.</p> <p>Forward plans; Minutes from planning and tracking meetings; Classroom observations (video); Classroom observations will take place April to June.</p>
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<p>Increased mental agility of children/young people</p> <p><i>With a view to ensuring consistent approach to teaching mental agility across the whole school and to increase children's ability to manipulate numbers mentally, teachers have been asked to consistently use and adapt Big Maths in their practice.</i></p> <p>Improved outcomes for children with an identified need</p> <p><i>Children with identified need have numeracy and maths targets set out and met through the Staged Intervention Process. Their learning is targeted to their individual needs. Targets are set, acted upon, evaluated and next steps determined. Further support is offered through sessions with the support for learning teachers and through specially training learning assistants.</i></p> <p>Children's/YP learning experiences are enhanced</p>	<p>motivation during these session decreases. This initiative will cease next session.</p> <p>Focused support both within and out with class is increasing children's confidence and making an impact on attainment (still at early stages therefore impact whilst significant is low)</p> <p>Limited impact on children's ability – need to further engage parents and carers</p> <p>Trained staff report greater confidence in supporting individuals which difficulties in numeracy and maths. Consistency of approach is improving across the school. Teacher's Professional Judgements</p>	<p>Forward plans – phase assessments, 'hinge' question data; minutes from planning and tracking meetings; TPJ data</p>
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<p>through effective resourcing</p> <p><i>'Learn Its' homework activities have been developed to support the reinforcement of addition/multiplication calculations. Support from home regarding this has been varied however and greater work with parents is required.</i></p> <p><i>In order to further improve the consistency and quality of learning and teaching for children with difficulties in numeracy and maths, most teachers have completed and implemented the first part of Maths Recovery training and are developing their ability to use the resources effectively to support these children. Three sets of resources have been purchased to aid the learning and teaching process.</i></p> <p><u>Long Term Goal</u></p> <p>Consistent approach to assessment of numeracy across the Learning Community –</p> <p><i>Consistency across the Learning Community is evident through the use of phase assessments and 'hinge questions' to identify gaps and to help inform</i></p>	<p>highlight an improving attainment picture.</p> <p>Greater consistency across the school and also the Learning Community. Increase in teacher's confidence in effective planning to ensure pace and challenge. Teacher's professional judgements of attainment highlight an improving picture.</p>	
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<p>professional judgement of attainment of a level.</p> <p>Increased skill in teachers to plan for holistic assessments</p> <p>Assessment is currently primarily through the use of phase assessments and 'hinge' questions. Work on holistic assessment is yet to be carried out.</p> <p>Combine Growth Mindset and Conceptual Maths to improve attainment</p> <p>Learning Pit project was agreed with Alison Hennessy from Winning Scotland Foundation. Baseline of pupil resilience was established and measurements taken each week on 5 identified pupils. (Decile 1, 2/FSM, 2,3,8). Support was given through Action Learning Set meetings with other schools involved. CLPL was delivered to all teaching staff in own establishment, supported by WSF. Teaching staff decided on and started own project</p>	<p>Pupils demonstrating more resilience during numeracy/maths lessons</p>	<p>Data from WSF survey https://www.surveymonkey.com/results/SM-ZVNPZLCT8/</p>
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