

Maths Action Plan 2025 2026



Continue to monitor Maths through book looks and pupil voice allowing this to inform adaptations for the teaching and planning of Maths.

Continue to collaborate with Wrockwardine Wood Infant School, including joint lesson observations, to ensure progression between the key stages.

To ensure smaller steps are taken and areas of misconceptions are addressed before moving forward enabling learning more accessible to all learners including disadvantaged and vulnerable learners.

To make maths relatable to everyday life making learning purposeful.

To develop oracy skills in Maths with regular opportunities for oral rehearsal of core skills and through sentences stems and talking partners.

To support pupils to make a successful transition between year groups with an emphasis on transition between KS2 and KS3.

To ensure fluency and arithmetic skills will be taught regularly and misconceptions to be addressed through formative assessment.

To develop and embed Maths Mastery in Year 5 and 6 ready to roll out across the school in the next year.

Use assessment for learning as a driving force for informing planning and teaching to address misconception and alter planning to suit the needs of the learners.

Improve the formation of numbers through the continued implementation of kinetic letters and modelling in books.

Raise the attainment and close gaps between all groups, including boys & PPG.
To increase the number of children achieving GDS.

Embed the use of bar models in all year groups for consistency in determining which calculation to carry out. Especially in problem solving.

