

The Ryde School SDP 2025-2026

Domain: Mathematics

Domain Leader: Simon Urquhart

Objectives for Mathematics

Achievement gap issues	
Objective 1	To ensure that shape, space and measure are embedded throughout the year.
Objective 2	To plan and deliver parent workshops for key stage two and continue those in Reception and key stage one.
Objective 3	To improve times tables engagement at home.
Objective 4	To ensure staff are aware of progression in mathematics in their year group.
Objective 5	To ensure consistent use of live modelling in mathematics lessons.

Objective 1	To ensure that shape, space and measure are embedded throughout the year.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To identify key learning objectives from previous year group and current year group.	Summer/Autumn 2024	Maths lead and class teachers	Time White Rose subscription	Maths lead termly	All teaching staff will be aware of the previous learning objectives from the year group before and will be able to review and revise these through fluency before teaching new content.	
To make better use of 'flashback 4' resource on White Rose.	Autumn 2024	Maths lead and class teachers	White Rose subscription	Maths lead termly	Staff will use the flashback 4 at least twice a week to ensure continuous review of other mathematical topics.	
To identify where shape, space and measure can be taught through other areas of the curriculum more explicitly e.g. art, design and	Summer 2024	Class teachers and maths lead	INSET / planning time	Maths lead termly	Children will be exposed regularly to shape space and measure throughout the academic year in relevant contexts.	

technology, PE, computing etc.						
To continue to embed weekly maths topic sessions to consolidate key concepts and develop problem-solving skills across all year groups.	Ongoing	Class teachers and maths lead	White rose subscription Any additional resources to be purchased.	Subject lead to monitor books, complete learning walks and collect staff/pupil voice.	Pupils revisit key concepts from previous weeks during each session. Teacher assessment and reflect on pupils' progress, noting improvements in retention and application over time.	

Objective 2	To plan and deliver parent workshops for key stage two and continue those in Reception and key stage one.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To review curriculum areas to identify areas of focus for parent workshops.	Summer 2024	Maths lead	Subject leader time	Maths lead	Specific and high priority areas area identified as focuses for the workshops.	
For workshops to be planned and delivered to parents.	Ongoing but to begin in Autumn 2024	Maths lead and class teachers	Subject leader time	Maths lead	Parents are willing and able to attend supportive workshops and they feel more	

					confident to support their children's learning at home.	
To evaluate workshop effectiveness by asking parents to complete a short survey.	Autumn 2024	Maths lead	Subject leader time to analyse feedback	Maths lead	Parents will give positive feedback about workshops and also areas they feel they would like more support in with reference to maths.	

Objective 3	To improve times tables engagement at home.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To analyse the barriers to accessing times tables learning at home.	Summer 2024	Maths lead	Subject leader time	Maths lead annually	Subject lead has a good understanding of what the barriers are for children/parents at home and can plan for these more effectively.	
To implement suitable strategies to support parents.	End of Autumn 2024	Maths lead	Subject leader time	Maths lead	Parents and children will engage with times table practice at home	
To continue to promote and encourage children to practice times tables at home.	Ongoing	Maths lead	Subject leader time	Maths lead	Children will engage more actively with times tables practice at home (in any format).	
To review the budget to invest in CGP times table books for years 2-5.	Summer 2024	Maths lead	Funding for books from school budget.	Maths lead / Head teacher	Children to complete their times tables weekly at home in their activity books.	

Objective 4		To ensure staff are aware of progression in mathematics in their year group.				
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To develop links with prior learning	Ongoing	Class teachers	Planning time	Maths lead	Teaching staff know exactly where the children have come from in previous year group (referenced to on White Rose Scheme of learning). They are then able to use this information to assess if any pre-teaching/recapping is needed before beginning current year groups learning objectives.	
To review and make use of Essentials 'Track Back' documents.	Autumn 2024	Maths lead and class teachers	Planning time	Maths lead termly	Staff will be able to effectively assess any gaps in children's learning and ways these can be addressed.	
To formulate maths progression documents.	Ongoing	Maths lead	Subject leader time	Maths lead - ongoing	A document will be available for all stakeholders to reference to, with examples of	

					teaching models e.g. how we teach geometry.	
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Objective 5						
To ensure consistent use of live modelling in mathematics lessons.						
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
To encourage teachers to reflect on current live modelling practice in mathematics.	Autumn 2024	Class teachers	Teacher planning time	Maths lead to discuss with teachers	Teachers can identify where there may be areas that they are more confident modelling in than others.	
To monitor live modelling in lessons	Autumn 2024 and ongoing	Maths lead	Subject leader time	Maths lead termly	Subject lead will see some high-quality live modelling in lessons across the school during learning walks.	
To use pupil voice and assessment data to understand if live modelling has impacted their learning.	Termly – ongoing	Maths lead	Subject leader time	Maths lead termly	Children should have a deeper understanding of mathematical processes and be able to apply these themselves.	

Objectives for Mathematics review (End of 2024-2025)

Achievement gap issues	
Objective 1	
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Objective 2	
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Objective 3	
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Objective 4	
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Objective 5	
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