

This progression table is designed to show the strategic plan for effective implementation of MAC within BA with reference to the Academy's self evaluation form.

| | Academy SEF targets | Short term | Medium Term | Long term |
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| STUDENT OUTCOMES | <ul style="list-style-type: none"> Improve rates of students achieving expected progress and beyond expected progress across all year groups. Continue to improve and secure accuracy of assessment in KS4 and KS3. Maintain the relentless focus on the progress of students supported by the Pupil Premium funding, particularly in English and Mathematics. Continue to develop middle leaders' use of data to inform strategies for improvement. Specific and sharp focus to be placed upon the progress of students in years 8 and 9. | <ol style="list-style-type: none"> Form time – Evolve Number Crunching Fridays to have a numeracy and SMSC focus. Differentiate these by KS3 and KS4 and include differentiated questions for each numeracy skill. Seek support from SM and CF in the planning of this. Staff training – Raise the profile of MAC through staff training and how this will benefit students' progress and attainment. MAC buddies – Each faculty will have a Maths teacher allocated to them. Their role will be to assist the faculty in developing ways of incorporating MAC into their subject area. | <ol style="list-style-type: none"> Emerging practice – Teachers within and out of the maths faculty begin to incorporate MAC strategies in their practice. Examples of good practice are shared to support staff's awareness and understanding. Student progress – Students' progress, particularly in subjects with significant mathematical content, is improved Policy - A policy on numeracy is in place which outlines the aim to raise standards of numeracy and ensure all students have the necessary mathematical skills to succeed in further education, employment or training on leaving school. | <ol style="list-style-type: none"> Schemes of learning - Teachers have a clear understanding of the mathematics relevant to their curriculum area and an awareness of how linking MAC can increase student progression and attainment in their subject and in mathematics. Impact on student outcomes – The implementation of MAC is linked to improved outcomes in student performance |
| QUALITY OF TEACHING, LEARNING AND ASSESSMENT | <ul style="list-style-type: none"> Continue to challenge and hold members of staff to account for their performance; Continue to develop teaching/professionals to deliver teaching to the highest standard through personalised CPD; Continue to develop personalisation and the levels of challenge in lessons to maximise the progress of all learners; Continue to develop assessment procedures to maximise the progress of all learners; Develop literacy and numeracy further so that basic skills are embedded in all students; Develop work around SMSC, British Values and PSCE to ensure that all students are provided with a high quality educational experience throughout all lessons and through specialist days; Ensure that all middle leaders have high quality/detailed schemes of work - 'sequences of learning' - in place relating to the new GCSEs with a key focus on assessment rubric. | <ol style="list-style-type: none"> MAC branding - The physical climate for learning is used to showcase mathematics in the real world- this will be linked to SMSC where possible through form time activities. This will also include a specific MAC logo. Maths prefects – Leader of MAC to work with maths prefects and prefects from other faculties to develop videos/other forms of media to demonstrate how maths is relevant in other subjects and present the correct technique for the mathematical skills in that particular subject. | <ol style="list-style-type: none"> Displays - updated around BA are used to showcase work produced in mathematics and other curriculum areas which relate to MAC. Subject knowledge - Teachers have an emerging understanding of what mathematics students are taught at each Key Stage. Schemes of Learning - Teachers have mapped the mathematics in their curriculum areas and are becoming more confident when planning to incorporate MAC into lessons. MAC buddies – Maths teachers regularly communicate with other professionals; this ensures that mathematical methods are taught in a consistent way; all teachers feel confident in teaching any mathematics necessary to their subject. | <ol style="list-style-type: none"> Consistency of practice - MAC is embedded into the practice of teachers and other professionals. There is consistency of methodology, vocabulary and notation in relation to mathematics and numeracy. Subject knowledge - Teachers are confident in their understanding of what mathematics students are taught at each Key Stage. Regular practice - Where appropriate, teachers include mathematics as an integral part of the learning objectives and outcomes for a lesson. Sharing good practice - A portfolio of good practice is well established and includes evidence of mathematics being used in lessons across a variety of subjects as well as examples from extra-curricular activities. |
| PERSONAL DEVELOPMENT, BEHAVIOUR & SAFETY | <ul style="list-style-type: none"> Continue to improve the attendance of all students, including disadvantaged students so that this is above the national average; Continue to improve attitudes to learning through consistent and rigorous implementation of the school's behaviour policy; Develop a strategic plan to engage more closely with parents and carers so they are more involved in the life of the school and can support their children with their education; Reduce the behaviours which result in FTE for all groups of students with an enhanced reintegration procedure involving increased parental engagement; | <ol style="list-style-type: none"> SMSC links – Form time activities to have explicit links to SMSC by presenting them in real life contexts. | <ol style="list-style-type: none"> Student voice – Students are beginning to be able to articulate the impact of MAC in their understanding of maths within other subjects. <u>This will be the key measure of the impact of this strategy.</u> | <ol style="list-style-type: none"> Student voice – Students are proficient in articulating the impact of MAC in their understanding of maths within other subjects. <u>This will be the key measure of the impact of this strategy.</u> |

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| LEADERSHIP & MANAGEMENT | <ul style="list-style-type: none"> Continue to drive forward standards and expectations across the academy to reinforce the message that all students, regardless of background, make exceptional rates of progress and that this is achieved through high standards of teaching, behaviour management and personal organisation; Improve attendance, particularly for disadvantaged students; Reduce the gap in performance between disadvantaged and other students as well as boys and girls. This is particularly the case in mathematics but also applies to all subjects. Further develop and improve strategies to increase engagement with parents and carers, including at parents' evenings; Ensure that the strategy to develop literacy and numeracy across the school is fully embedded. | <ol style="list-style-type: none"> MAC buddies - created as a direct link between the Mathematics Department and other curriculum areas. SLT - committed to supporting the Leader of MAC, ensuring MAC is a successful whole-school initiative. Impact - The impact and benefit to students of MAC is monitored by line managers and SLT. Collaboration - Partnership is being utilised. Opportunities to work across the Trust are identified. CPD - SLT recognise the importance of professional development in promoting MAC across the academy. | <ol style="list-style-type: none"> Collaboration - A culture of collaboration exists between teachers and their MAC buddy, and across the Trust, ensuring that any methods taught are consistent with those taught in mathematics lessons. Accountability - Governors are aware of MAC as a whole-school priority and the Ofsted implications of this. Accountability - Regular line-management meetings take place which review and monitor the progress of MAC. Middle leaders - The importance of MAC is understood by middle leaders; MAC is embedded in strategic planning documents where appropriate. | <ol style="list-style-type: none"> Accountability - There are clear lines of accountability. A Link Governor evaluates the success of MAC and how it is impacting on young people at the academy. Monitoring and Evaluation - Structures are being developed to monitor and evaluate the impact of MAC; lesson observations, marking and feedback and student voice all feature. Cross Faculty- Communication between the Mathematics Department and other curriculum areas is excellent, as are the links made across the Trust. Collaboration - Partnerships between teachers of mathematics and other curriculum areas are widespread across BA. Good practice is shared across the Trust. |
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