

Deira Private School

School Action Plan 2023-24

National Agenda Parameter - Mathematics

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Outcomes (How well?)	Final Outcomes (And so?)	Lead (Who will do?)
<p>Progress Test in Mathematics (PTM)</p> <p>PTM ATTAINMENT <u>Key Stage 2</u> - Non-Arab students Mathematics Attainment in PTM is Weak</p> <p>- SEND W3 students Mathematics Attainment in PTM is Weak</p> <p>- ELL students Mathematics</p>	<p>Active ingredients: Analysis and triangulation of internal and external assessment information in all year groups to identify gaps</p> <p>Use of external benchmark (CAT4, PTM) data to inform planning and implementation to maximise potential</p> <p>Focused support and intervention to target students to</p>	<p>Trainings:</p> <ol style="list-style-type: none"> Whole school teaching staff training, on how to use external benchmark results to inform planning. Departmental teachers training in analysing the internal and external assessment results to identify the gaps (as per Year Level, Teacher, Curriculum, Individual Students and Groups of Students). Regular meeting with school leaders to share best practices and expertise to ensure all team awareness levels are secured. 	<p>Short term (By Dec 2023)</p> <ul style="list-style-type: none"> Teaching Staff demonstrate a good understanding of the NAP assessments. (Oct 2023) Almost all staff use PT style, TIMSS style and PISA style questions on their Maths lessons (Nov 2023) <p>Medium term (by March 2024)</p> <ul style="list-style-type: none"> Teaching staff are using accurate data to inform planning. (Mid-Jan 2024) Most of the teachers can use assessment data in lessons and adjust and adapt teaching and learning effectively. (End of Jan 2024) 	<ul style="list-style-type: none"> Maintain students' attainment in Mathematics to at least good. Increased levels of progress across all subjects and for all groups of students Teachers make effective use of assessment information to meet learners' need for better achievement. 	<p>HA, HODs, Planners, HOYs</p> <p>Teachers</p>

<p>Attainment in PTM is Weak</p> <p><u>Key Stage 3</u> - Emirati students Mathematics Attainment in PTM is Acceptable</p> <p>- ELL students Mathematics Attainment in PTM is Acceptable</p> <p>PTM PROGRESS <u>Key Stage 2</u> - Male students Mathematics Progress in PTM is Weak</p> <p>- SEND W1 and W2 students Mathematics Progress in PTM is Weak</p> <p>- ELL students Mathematics Progress in PTM is Weak</p> <p>- Gifted and Talented students Mathematics Progress in PTM is Acceptable</p>	<p>raise their attainment</p> <p>Incorporating PT, TIMSS AND PISA style questions in lessons and assessments to further enhance their mathematical reasoning and problem solving skills</p> <p>Enhance student's mental maths skills by adding mental maths session on Year 1-8 timetable</p>	<p>Implementation:</p> <p>Year 3 to 6</p> <ul style="list-style-type: none"> • Incorporated mental math in all timetable to develop and stimulate the mental agility. ▪ Reviewed SOW & provide extended time frame for reinforcing concepts of measurement and geometry. ▪ Further Integrated real-life based tasks-In lessons. ▪ Improved mathematical problem-solving skills by providing opportunity to change questions (for example by saying 'What if.....' and then altering some aspect of the set question) in lessons. ▪ Provide practice time and frequent opportunities to use one or more facts that they already know to work out more facts, and engage them in discussion to improve fluency skills. <p>Year 7</p> <ul style="list-style-type: none"> • Revisit the SOW for year 7 to modify the topics as per the gaps identified in Year 6. Increased dedicated lessons for numbers in the first few weeks of September with focus on the understanding of decimal system. <p>Early intervention through Focussed</p>	<p>Long Term (By May/June 2024)</p> <ul style="list-style-type: none"> · Almost all teachers can use assessment data effectively in lesson planning to inform teaching and learning. (April 2024) · There is no judgmental gap between internal and external examination data. (June 2024) 	
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<p>Item Gaps identified in PTM (as per GL Group Report AY 22-23)</p> <p>Year 4 Process Category: Problem Solving</p> <p>Year 5 Process Category: Fluency in Facts and Procedures</p>		<p>lessons for target group of students based on PTM -Year 6 analysis to bridge the gaps.</p> <p>Year 7 and 8</p> <ul style="list-style-type: none"> • Incorporated mental math in all timetable to develop and stimulate the mental agility. <p>Further focus on inquiry prompts and problem-based learning that emphasizes the higher order skills of hypothesizing or predicting, interpreting results and applying reasoning.</p> <p>TIMSS</p> <ul style="list-style-type: none"> • Continue to provide ample opportunities in lessons to further enhance problem solving and reasoning skills. • Continue to <ul style="list-style-type: none"> ✓ express generalization algebraically and model situations. ✓ reason data from several sources or unfamiliar representation <p>Review and Monitoring:</p> <ol style="list-style-type: none"> 1. Establish assessment checking cycle including 			
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