Early Level Improvement Plan 2020-2021

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| Focus Area | Priorities | How are we doing?  How do we know? | What are we going to do now? |
| HGIOS QIs  2.2  2.3 | *Improved attainment and confidence in numeracy and mathematics across Early Level*  Learning | All early years’ classrooms have been set up to provide an enabling environment  There are timely opportunities to extend, apply and revisit learning in many different contexts and these are regularly selected by the children.  Flexibility of approach, location and resources is encouraged.  All children have continual access to opportunities to explore mathematical ideas in a concrete, pictorial and abstract way.  Children are provided with opportunities for mathematical mark making and access to a variety of formal and informal representations,  There are purposeful interactions with confident adults | Continue to develop the class environment  Encourage, listen and engage with children’s mathematical talk  Observe and carefully monitor the child’s process within activities (concrete, practical experiences underpin mathematical learning)  Engagement with a range of resources and representations to support children to think flexibly and to see multiple ways to approach and solve problems |
|  | Teaching  Concrete, practical experiences underpin mathematical learning | Numeracy progression is organised to reflect conceptual stages of development which can be identified through well- established assessments  Use of concrete materials and visual resources  Making and representing numbers in lots of different ways.  Differentiaition achieved through individual support and intervention | Staff training - Highland training videos  Knowledge and skills bundled into blocks to be used during direct teaching sessions to give time to explore and develop depth of understanding  Mathematical learning is planned for in a range of ways including short daily focused direct teaching sessions, learning time and focussed interventions.  Flexible grouping and short bursts in small groups allowing teacher to extend thinking.  Observation - Teachers need to watch how a child works out the answer eg uses fingers, time taken to answer body movements  Plan and adapt continuous provision to meet the children’s developing mathematical understanding  Encourage depth in mathematical understanding through sustained exploration of key mathematical ideas which children can revisit regulary to encourage fluency and embed understanding  Engagement with a range of resources and representations support children to think flexibly and to see multiple ways to approach and solve problems |
|  | Assessment | Diagnostic baseline assessments undertaken in Sept, Feb and June each session. These pinpoint gaps and misconceptions in children’s understanding | Flexible grouping so new assessment systems to be piloted this year  Support staff in planning and integrating learning, teaching and assessment  Shared understanding amongst staff of how children and young people progress in numeracy and of effective learning and teaching strategies in numeracy |