

Maths CPD Plan – Whitley Memorial Primary School (2025–2026)

Key Priorities for 2025–26

- Effective Use of Assessment (Formative, In-class, Arithmetic)
- Support for Disadvantaged Pupils (PP) – RADY model
- Improved Modelling & Task Adaptation – 'I do, We do, You do'
- Daily Arithmetic Focus & Curriculum Coverage
- Live Marking & Addressing Misconceptions
- Consistency Across the School

Annual Maths CPD Calendar (2025–26)

Term	Month	Focus	CPD Title	Objectives	Format
Autumn 1	Sept	Assessment for Learning and Consistency	Making Assessment Work for Planning	<ul style="list-style-type: none"> - Clarify formative vs summative assessment - Use daily, in-class & arithmetic assessments effectively - Explore how to use assessment to identify & address gaps - Introduce the calculation policy - Use of mini-plenaries as an assessment tool 	Staff Meeting & Workshops
Autumn 1	Oct	RADY & Disadvantaged Pupils	Raising Attainment for Disadvantaged Youngsters (RADY)	<ul style="list-style-type: none"> - Understand RADY principles - Prioritise PP learners in marking, support & planning - Strategies: seating, feedback, curriculum uplift 	External RADY Trainer or SLT-led CPD
Autumn 2	Nov	Adaptive Teaching	Modelling for Deep Understanding	<ul style="list-style-type: none"> - Use "I do, We do, You do" consistently - Specific focus on 'We do' and ensuring mini 	In-class Coaching, staff meeting and colleague observations

				whiteboards are being utilised to assist with assessment. - Identify and adapt for misconceptions - Vary tasks to ensure understanding	
Autumn 2	Nov	Assessment Access	Supporting Children in Assessments	- Identify children needing access arrangements - Evidence collection for SATS - Training on readers, scribes, extra time	SENDCo-led CPD + Case Study Review
Autumn 2	Dec	Consistency & Monitoring	Maths Book Look & Moderation	- Cross-phase moderation - Spot gaps in coverage - Review consistency in arithmetic & reasoning tasks	Peer Review & Book Scrutiny
Spring 1	Jan	Using Summative Data	Targeting Focus Children from Assessment	- Analyse summative assessment data - Identify key focus children - Plan targeted support and interventions - Use data to adjust planning and priorities	SLT-led CPD + Data Analysis Workshop
Spring 1	Feb	Arithmetic & Gaps	Building Fluency: Daily Arithmetic	- Prioritise key fluency skills - Spot patterns in arithmetic errors - Develop daily 10-min routines - Diagnose common misconceptions	Team Planning Session + Staff Meeting
Spring 2	Mar	PP Focused Practice	Planning for PP First	- Planning for depth before breadth - Revisit RADY principles - Monitor impact	Learning Walks + Feedback Sessions

				through PP books & pupil voice	
Summer 1	May	Live Marking	Live Marking to Move Learning Forward	<ul style="list-style-type: none"> - Live marking for in-the-moment feedback - Target PP & struggling learners first - Practice in real-time during lessons 	Modelled Lessons + Collaborative Observations
Summer 2	June	Reflections on 25/26	Building a Consistent Maths Approach	<ul style="list-style-type: none"> - Recap of year's CPD - Share good practice - Define key non-negotiables for September 2026 	Whole-School INSET + Reflection Workshop

Ongoing CPD Elements/

- Learning Walks (Half-Termly): Focus on modelling, live marking, and support for PP pupils.
- TA Training (3 sessions/year): Focus on supporting disadvantaged pupils, using assessment and providing in-class support.

TA Maths CPD Plan (2025–26)

Term	Month	Focus Area	Objectives	Format
Autumn	September	Supporting Disadvantaged Pupils	<ul style="list-style-type: none"> - Understand RADY principles - Seating/support strategies in maths lessons - Prioritising PP pupils for feedback and scaffolding 	30-min TA Meeting with PP Lead
Autumn	October	Effective In-Class Support & Live Marking	<ul style="list-style-type: none"> - Live marking: identifying misconceptions - Promoting independence while supporting - Consistent language and strategies 	30-min TA Meeting with Phase Leader

			across year groups	
Spring	February	Using Assessment to Inform Support	<ul style="list-style-type: none"> - Read and interpret arithmetic & class assessments - Spot children needing extra input - Communicate effectively with class teachers 	30-min TA Meeting with Maths Lead

Success Criteria

- Assessment is used formatively and strategically to inform planning.
- PP pupils are visibly prioritised in marking, seating and scaffolding.
- Teaching reflects 'I do, We do, You do' across all year groups.
- Arithmetic routines are embedded and effectively build fluency.
- Misconceptions are identified and addressed swiftly through live marking.
- Maths teaching is consistent across the school, with clear progression.