



Why you teach it - your purpose of study

The national curriculum for mathematics intends to ensure that all pupils:

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Our curriculum ensures children apply mastery skills in their maths and in Science and other subjects. We follow the White Rose maths scheme and are part of the Cheshire and Wirral Maths Hub as a 'Sustaining Mastery' school.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich mastery and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

INTENT

What you teach - your programme(s) of study

When teaching mathematics at Audlem St. James, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We aim to prepare them for a successful working life. We provide teaching on financial literacy so that the children know how to manage their money as they mature, including how to save, manage a bank account and how to pay for things. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving. Using a Mastery model, pupils are required to explore mathematics in depth, using mathematical vocabulary to reason and explain their workings. A wide range of mathematical resources are used and pupils are taught to show their workings in a concrete, pictorial and abstract form wherever suitable. They are taught to explain their choice of methods and develop their mathematical reasoning skills. We encourage resilience, adaptability and acceptance that struggle is often a necessary step in learning. Our curriculum allows children to better make sense of the world around them relating to the pattern between mathematics and everyday life. Lessons may include collaboration, but sustained focus and concentration are key to success. We intend to reduce any gaps resulting from school closures through recapping and teaching objectives from previous year groups, where necessary, informed by baseline assessments carried out at the start of each unit.

We intend to provide all children with the mathematical skills and knowledge to reach their potential in life. We aim to ensure that children with special educational needs are at the heart of our teaching, and that all children are encouraged to become automatic with the facts and methods to solve problems. We therefore aim to have a systematic approach using a mastery model so that children are taught the mathematics they need for the next stage so that they do not stay behind their peers.

Fluency: We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We intend that children are secure in their knowledge of number facts and in their recall and use of calculation strategies, through regular retrieval so that they do not forget key knowledge. Our pupils are encouraged to use the most efficient methods of mathematics, and only use informal methods for as long as is necessary to achieve conceptual understanding.

Reasoning: We intend for all pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. We intend that they speak in complete sentences and use accurate mathematical explanations in their responses.

Problem solving: We intend for all pupils to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. We intend to teach children problem-solving skills by ensuring that the necessary facts and methods are secure first, followed by sufficient practice so that solving problems does not cause cognitive overload.

Vocabulary: We intend for all pupils to be immersed in a vocabulary-rich environment where discussion allows for understanding and deeper thinking. We intend that children use the vocabulary on display and used by their teachers, in their own sentences when explaining their thinking.

EYFS: We intend that our EYFS teaching will include greater clarity to counting and comparing quantities in the Numerical Patterns ELG in line with the Government's focus on these as the strongest predictor for later maths outcomes. We intend to strengthen the teaching of early numeracy so that all children, particularly those from disadvantaged backgrounds, are able to start year 1 with a strong and confident foundation in number. Learning will continue to cover shape, space and measures, as part of a well-rounded curriculum, as set out in the revised mathematics educational programme.

Parental engagement: Throughout lockdowns, parents were given free access to the White Rose home learning videos which enabled them to see how methods are taught in school. We intend that parents continue to access these videos to support their child at home. We also intend to develop a maths page on our new website so that parents are provided with resources and signposted to ways to support their child. Parents are also updated on their child's progress through parent consultation meetings twice a year, and termly for SEND children.

CPD: We intend that all teachers are kept up to date with relevant current research and methods, and that new staff are inducted into the mastery model.

IMPLEMENTATION

How you teach it - your delivery of the above

Maths is taught daily and includes retrieval of previously taught content.

White Rose mastery model: Every class from EYFS to Y6 follows the White Rose scheme of learning which is based on the National Curriculum. Lessons may be personalised to address the individual needs and requirements for a class but coverage is maintained. In order to further develop the children's fluency, reasoning and problem-solving, we use a range of planning resources including those provided by the NCETM and NRICH to enrich our children's maths diet. We teach through the mastery model which has five key ideas:

- Coherence –our curriculum has a coherent progression between concepts and between year groups
- Representation and structure – we use the CPA approach to make the structure of the mathematics visible and accessible
- Mathematical thinking – we intend that children make links and see relationships
- Fluency – we practise and rehearse to ensure knowledge is retained and to a level of automaticity
- Variation – we intend that procedural variation is used to enable children to make connections and see patterns, and intend that conceptual variation is used to present the same concept in different ways to ensure the concept is embedded.

Concrete Pictorial Abstract (CPA): We implement our approach through high quality teaching, delivering appropriately challenging work for all individuals. To support us, we have a range of mathematical resources in classrooms including Numicon, Base 10 and counters (concrete equipment) and number lines. These are placed on the maths 'enable tables' or in a maths area accessible to the children. When children have grasped a concept using concrete equipment, images and diagrams are used (pictorial) prior to moving to abstract questions. Abstract maths relies on the children understanding a concept thoroughly and being able to use their knowledge and understanding to answer and solve maths without equipment or images. How a child has accessed the maths is recorded on the layered learning objectives.

Variation: Within our scheme of work, children are presented with carefully sequenced questions which scaffolds their learning so that they can see connections and make links. Concepts are also presented in a variety of ways and representations so that the concept is fully explored. Teachers also make use of the ready-to-progress materials to support and deepen the concept.

Mastering Number: Research shows that children need to develop good 'number sense' between the ages of 4 and 7. We have therefore introduced 'Mastering Number' which is delivered through the NCETM. This programme is taught in EYFS, Year 1 and Year 2 and is also delivered to those children in lower key stage two who are significantly behind their peers. In Y1 and Y2, class teachers deliver a discrete 15-minute session four days a week which focuses on the five key areas of:

- Subitising
- Cardinality, ordinality and counting
- Composition
- Comparison
- Addition, subtraction and number facts

In EYFS, mastering number constitutes the main part of the directed teaching four days a week, and on the fifth day, content is drawn from the White Rose programme to cover the areas not within Mastering Number. This programme will begin at the beginning of October and will run for one year, with teachers contributing to an online community to share and improve practice.

Maths Hub: Our school has been delivering a mastery model through the maths hubs for five years. We are now considered a 'sustaining mastery' school and have recently joined the Cheshire and Wirral Maths Hub. The focus for this year will be to improve an area of the mastery model which may need to be embedded further. Our maths lead has chosen to evaluate how improving recall of facts improves fluency and has drafted a plan to improve the acquisition of additive and multiplicative facts across the school.

Daily retrieval: All classes engage in daily retrieval of previously taught content to ensure that knowledge is retained and embedded. This time should include retrieval of declarative knowledge such as key facts and language from the previous lessons, as well as procedural knowledge such as a strategy previously taught. This will be a combination of recording in books as well as on whiteboards or through games.

Vocabulary: Teachers expect children to answer in complete sentences and use taught mathematical vocabulary and sentence structures. Examples of the sentence structures and vocabulary are displayed in all classrooms for children to refer to. The displays are updated as learning progresses.

Number facts: In order to reinforce individual children's recall of key number facts, we utilise Times Tables Rock Stars for multiplication practice, application and consolidation. We also utilise Numbots for recall of addition and subtraction facts.

Children are provided with logins in order to practise in class, but are also set challenges and homework to practise at home. The order which children learn the facts are:

- Year 1: Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
- Year 2: Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Year 3: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Year 4: Recall and use multiplication and division facts for the multiplication tables up to 12x12.
- Years 5 & 6: Revision of all multiplication tables and division facts.

Number facts are also taught at least three times a week in each class in KS2; in KS1 this is included as part of the Mastering Number programme.

Enrichment activities: We invite visitors from local banks and building societies to work with the children to develop their financial literacy. This is also included in our RSE curriculum where we teach children about the world of work and the idea of enterprise, as well as how to use money and pay for things. We also organise trips to apply mathematical thinking such as visits to Newcastle-under-Lyme College to build and programme Lego robots. We take part in mathematics competitions such as the 'Primary Maths Challenge' to stretch our most able children, but we include all children in upper key stage children so that they can work together to solve challenging problems. The children also take part in national initiatives, such as the census to learn how mathematics plays a role in our democracy.

Assessment and narrowing gaps: In 2021, class teachers evaluated which areas of the ready-to-progress criteria had been taught, which were secure and which areas had not been covered. Throughout lockdown and after, teachers then focused their teaching on securing the ready to progress criteria to ensure that children were ready for the next stage. In September 2021, teachers then established baselines using the White Rose assessments for the unit from the previous year group. Teachers then used this data to establish which areas would need extra focus, and which children would need further support. In Year 6, catch-up funding is used to provide an extra teacher for one day a week to work with targeted children on securing place value and number facts. Teachers assess formatively throughout the lesson, but also at the end of each unit using the end-of-unit White Rose assessment for that year group. Our online tracking system, Educater, is updated half-termly. At the end of each term, children either complete the NFER test, past SATs test or White Rose end-of-term tests. Data is collected and discussed with the headteacher, and children are identified for further stretch or support. The maths lead analyses the termly data and identifies trends which need addressing, and suggests actions to be taken to improve attainment and progress. Teachers provide written feedback in maths books, which identifies and addresses misconceptions, or highlights errors. Feedback may also been verbal which is annotated as 'VF' in books. In March 2022, the Maths Lead provided all class teachers with updated long-term overviews indicating which areas should be given priority during the remainder of the year to ensure that children were ready to progress to the next year group.

Parental engagement: A new page on the school website will be developed once the upgrade has taken place. Children and parents will be able to access resources which will support their children with their learning. Parents may also be provided with 'maths boxes' which contain various manipulatives and may help vulnerable children with their learning at home. Teachers identify who may benefit from borrowing these boxes and provide them on loan for short periods.

CPD: The maths lead is a member of a teacher research group as part of the school's involvement in the maths hub. Information is then disseminated through staff meetings and INSETs. New teachers are also provided with access to online training in: Conceptual and procedural variation, the CPA approach and Bar Modelling. Teachers in EYFS, Year 1 and Year 2 are also attending online research groups through their participation in the Mastering Number programme, which will enhance their skills and knowledge in teaching Number.

IMPACT

So what - your evaluations of the above

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.

Since the introduction of the mastery model and the White Rose scheme of work, children have been exposed to a wider range of representations and carefully sequenced learning. Most children have become more fluent in using manipulatives and know how to use them to help them to learn maths independently. Teacher workload has also reduced as resources and medium-term plans are provided. Teachers adapt the scheme to suit their class and supplement it with recommended resources. Teachers are clear on the small steps needed to ensure a coherent progression. Teachers are now more knowledgeable of their curriculum and also of the key areas which help the children to progress to the next stage in their education.

Membership of the maths hub has enabled the school to access high-quality CPD such as observing teachers from China, and to current research which has enhanced the quality of teaching, for example, learning different ways to teach times tables, or questions to use to promote reasoning. It has also enabled staff to network with other schools and compare practice.

Daily retrieval has always been a part of the maths lesson at our school, but making it explicit and making reference to declarative and procedural knowledge is providing children with dedicated time to practise using specific prior knowledge. This is particularly helpful for children who need more time to secure a concept, fact or procedure. One area of retrieval is the meaning of mathematical vocabulary. Children are beginning to become more fluent in their use and understanding of terminology, and this will continue to be embedded.

In previous years, the teaching of number facts and the use of TTRS and Numbots was supporting children to develop fluency to automaticity. Teachers can refer to the 'heatmaps' to analyse which times tables need further attention. However, since lockdowns, some gaps have arisen so staff are reinforcing the learning in lessons and through homework. This will be monitored by the maths lead.

Enrichments activities have encouraged children to see mathematics as a subject which can enable them to create, design and take pleasure in. All of the workshops and visits have been well-received by children and staff and has allowed all children to apply mathematics in a real-life context, as well as promote confidence and enthusiasm. Some of the trips we usually provide have been suspended, but we hope to introduce them in 2022.

The maths lead has created a revised book scrutiny criterion (Flick and Fix) which focuses on four current priorities:

- Evidence of daily retrieval
- Evidence of applying the ready to progress criteria
- Evidence that sufficient time is being given to practising skills and knowledge before problem solving
- Evidence that number facts are being learned

Daily retrieval is developing and teachers have been reminded of this. KS1 have begun their mastering number sessions, so children in those classes are securing basic skills to become fluent with number. Time for rehearsal is also developing. Teachers are aiming to ensure coverage, but still need to ensure that fluency is developed first. Many classes are using TTRS in class and as homework, but this still needs to be embedded within the lesson.

Summary of data from Spring 2022:

- Progress in maths across KS1 and KS2 is increasing: Autumn was 84% compared to Spring which is **86%**.
- Attainment across KS1 and KS2 is also increasing: Autumn 70%, Spring **80%**.
- The proportion of children achieving GD in KS1 and KS2 has increased from 9% to **20%**.
- In EYFS, the number of children on track has increased from 76% to **84%**, with progress increasing from 72% to **90%**.
- In KS1, attainment is lower than targeted: Year 1 74%, Year 2 75%, but both show improvement compared to Autumn, particularly in Year 2.
- Year 2 show a significant number at GD 34% which is outstanding.
- In KS1, progress is very good: Year 1 88%, Year 2 80% which is an improving picture.
- End of year prediction in EYFS are 80% which is above National (2019), but does reflect a decreasing trend compared to 2019 and 2020, but in line with 2021 teacher assessment.
- In KS2, Year 4 has the lowest attainment at 74% although a large percentage of these children are achieving GD 24%. There is still a large number who are working towards 26%. There is a similar picture in Year 5: attainment is 76% with 21% at GD.
- In KS2, attainment is very good in Year 3 88% and Year 6 86% with 27% GD in Year 6.
- In Year 3, attainment is now much improved at EXS but there are no children currently at GD.
- In KS2, progress is very high in Year 3 92% and Year 6 96%, with Year 4 at 80%. Year 5 has the lowest progress at 78% but this is still close to target and Year 5 has lost the most number of sessions due to Covid.
- KS1 and EYFS continue to take part in the Mastering Number programme; feedback from staff is positive and Rekenreks have now arrived and are beginning to be utilised.
- Use of TTRS has declined so all CTs will need to place greater emphasis on this, especially in KS2 where more gaps may be evident, to ensure that the children are catching up.
- Flick and Fix shows some variations in coverage across the school.

Actions

- All CTs to ensure that maths is taught daily, and may need to increase proportion of time each day to improve coverage and attainment.
- All CTs to ensure that the learning environments support the maths being currently taught, and that sentence stems and key vocabulary are on display.
- CTs to ensure that misconceptions are identified at the planning stage. Maths lead to support staff with this during staff meeting in Summer term.
- Maths Lead has analysed maths long term plans by year group and advised staff of which units need to take priority to ensure children are ready to progress to the next year group. This will be re-emphasised at the start of Summer term.
- EYFS to continue to implement the Mastering Number programme 4 sessions out of 5, and ensure White Rose is being covered during the fifth session.
- All CTs to ensure that TTRS and the teaching of times tables is being done regularly. Some children may need a personalised plan on TTRS.
- Maths lead to deliver a staff meeting on misconceptions and planning in Summer term.
- Maths Lead to develop the maths page on the new school website so that parents have a useful resource.

KS1:

- Year 1 and Year 2 have been taking part in the Mastering Number programme which may have impacted on coverage of the curriculum and subsequently, the attainment.
- Progress is good in KS1, so CTs will need to focus on increasing the attainment. This may be in part related to coverage of the curriculum which has been impacted by absences and lost sessions due to Covid. Key objectives on Educater which have not yet been achieved will be impacting on the 'attainment' level, but these will need to become priority areas during Summer term.
- Both Year 1 and Year 2 have a significant percentage who are working towards: Year 1 22% and Year 2 25%. These children will need to continue to be targeted during Summer term. Boosters may need to be used to improve attainment.
- Year 2 have been supported by MR who provides targeted support for six children on Wednesdays. BJ supports AM and CV daily. CT is teaching Mastering Number and two maths lessons a day to increase coverage.

KS2:

- Years 4 and 5 have a significant number who are working towards: Year 4 26% and Year 5 24%. These children will need to be targeted during Summer term. Boosters may need to be planned although Year 4 did run a booster to improve scores on the MTC during Spring term. Year 5 are supported by two TAs in class and in targeted groups. See SENd case studies for Year 5. Both year groups have a good percentage of children making more than expected progress, so focus needs to be on those children who are 'slow movers'. PB to look for additional opportunities to accelerate the progress of the SENd children by working with this group more often.
- Year 5 will need to ensure focus is on securing key skills before entry to Year 6, so that gaps are diminishing.
- Year 6 has been supported by VS throughout Spring term once a week to provide mainly maths interventions. This will increase to two days a week in Summer term. CT has also continued to run maths boosters after school each week. This group has included most of the Disadvantaged pupils. Boosters will increase in Summer term.
- Year 4 will need to closely monitor the percentage of children who are on track to pass their MTC and target support for those who are not on track.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing

Secure

Embedded

** Please ensure you have compared this against judgements from other subjects and that your Headteacher agrees with your judgement.*

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<ul style="list-style-type: none"> All class teachers will need to identify those children who are making slow progress as well as those who are working towards. This needs to be cross-referenced to the prior-attaining data to see if children are falling below their expected trajectory, and if any are narrowing the gap. Impact – teachers have now identified those children who need extra support and interventions are in place. All staff to identify those children who are making slow progress and determine which strategies need to be used to improve rate of progress i.e. targeted homework, maths resource boxes, boosters, interventions etc. Impact – maths resource boxes are still under utilized so staff will be encouraged to promote these in class. Update Flick and Fix criteria for Autumn1 so that staff are focused on non-negotiables. Impact – KS2 teacher are fully integrating the RTP criteria. Daily retrieval and number facts need to be embedded. Implement Mastering Number in key stage one and EYFS. Impact – programme has just begun so impact yet to be measured. 	<ul style="list-style-type: none"> All class teachers in KS1 and KS2 to ensure coverage of key priority areas identified by the Maths Lead. Class teachers should refer to the NCETM PD materials as well as White Rose so that the questions given to the children cover all necessary learning points within a unit and do not move on too quickly. Staff to utilise the CPA approach even for HA children as a way to enable them to delve deeper. Staff to ensure that open-ended investigations and problems are used regularly. Maths lead to ensure that F&F monitoring ensures QFT is having an impact across all abilities. SLT to monitor progress of teaching for those who are making slow progress to ensure the learning is appropriately challenging. SLT to monitor progress of Year 5 SENd to ensure they are making adequate progress. EYFS, Y1 and Y2 to balance the implementation of the 'Mastering Number' programme with the rest of their maths teaching. Teacher planning prioritises repetition and rehearsal. All children to engage in daily retrieval practice. Ensure learning environments promote metacognition and self-regulated learning, and are conducive to sustained concentration. Ensure learners are immersed in maths-specific language structures and precise mathematical vocabulary and this is evident in lessons and in books. Ensure children learn relevant facts and methods and have had sufficient practice before attempting problem-solving to avoid cognitive overload. 	<ul style="list-style-type: none"> Maths Lead to model to staff in how to use NACE materials for HA children. Maths lead to deliver training to all staff on how to plan using the materials. Maths lead to deliver training on problem solving and using investigations Continue to embed use of AFL to track and plan for depth and challenge for all children. Ensure that boosters are put in place for targeted children. Further develop our Online Learning Platform through Microsoft Team/website so that parents and children have a way of accessing their maths learning and teaching throughout the year. Ensure children develop financial literacy. Ensure that children are being taught the most efficient methods to calculate rather than stay too long on inefficient methods. Children to be taught how to solve problems by planning, monitoring and evaluating their progress. Ensure that class teachers plan effectively using designated resources, identifying potential misconceptions and resources needed to best embed the learning. Continue to develop the Flick and Fix criteria so that it targets key skills to be secured. Maths lead to ensure that children across the school who were making slow progress or were working towards are identified by class teachers and any trends are identified e.g. PP, SENd etc. Further develop links with high schools and colleges to share expertise and resources, providing depth of knowledge and skills and

	<ul style="list-style-type: none"> Engage with the new Cheshire and Wirral Maths Hub and use research to inform steps needed to embed areas of mastery not yet embedded. Ensure that less experienced and new staff are provided with CPD which addresses gaps in their knowledge (make use of the White Rose training videos). <i>Booked</i> Raise attainment of children in Years 1,2, 4 and 5) who are working towards. Teacher planning provides challenge for all children, sets ambitious expectations for SENd and provides opportunities for mastery with depth. Ensure learning is appropriate for all learners given their starting points e.g. differentiated and offer sufficient challenge. Ensure staff are aware of the targets in the year group above and below their own. Ensure that we use interventions effectively to close gaps across all disadvantaged children. Ensure that the gaps in learning are diminished over the Summer term through Quality First Teaching and key interventions for all children by ensuring that class teachers identify target children within first half-term and identify starting points. Ensure that the emphasis on numbers to 10 and subitising are embedded within EYFS. Ensure that EYFS children are learning to recall their basic number facts. Ensure numbers are put into context when learning e.g. 1 is 1p, 1 side of a shape etc. in EYFS. Provide opportunities and challenge for HA children. Children are securing all addition and multiplication facts relevant for their year group. Ensure children are developing age-appropriate mental maths skills. Ensure that all CTs are planning for potential misconceptions. 	<p>application opportunities to further enhance the curriculum offer in school.</p> <ul style="list-style-type: none"> Ensure that the year-by-year maths curriculum is available on the school website. Ensure 'depth' is agreed and moderated across year groups/key stages and partner schools. Review marking and feedback in maths to ensure it is meaningful and leads to improvement. Ensure that staff are able to teach a range of problem-solving strategies and know how to sequence a sequence of lessons to teach them explicitly and effectively. Maths lead to implement the guidance provided by the EEF report: 'Improving Mathematics at KS2 and KS3', and 'Ofsted subject review'. For the majority of all children to have a secure grasp of all addition and multiplication facts appropriate for their year group. Ensure progression in reasoning and the communication of reasoning is developed. Ensure that the majority of children have mastered the ready-to-progress criteria for their year groups. In KS1: <ul style="list-style-type: none"> a. By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. b. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1. <p>QUALITY OF EARLY YEARS EDUCATION</p> <ul style="list-style-type: none"> Further develop 'mastery' skills through modelling of language. Ensure the outdoor learning environment enables pupils to access resources and initiate own learning to further develop skills and confidence, and provide experiences that are accessible and open-ended, encouraging children to explore and investigate.
--	--	---

** The table above should list the actions you have taken, or plan to take, to develop the subject further i.e. a summary of your action plan.*