

Staff training schedule
KPIs agreed

Review of overall aim,
review and evaluation

Identify the need
(Sept 2018)

Maths – logic and reasoning

Seek out the
expert
(Oct 2018)

Sue Lowndes
Maths consultant

Implementation Strategy

Set mile stones
and reviews with
small inputs of
new learning
(2019-2020)

Same 1 day training
on each Junior School
campus

Launch training
for all
(Sept 2019)

Train your early
adopters
(Jan 2019)

3 teachers per Junior School
1 teacher per Senior School
3 Junior Maths leads
14 total

FS1

Working Well:

The F1 indoor and outdoor environment offers continuous provision, the students interact with manipulatives on a daily basis.



How have you got to this point?
Self-servicing learning environment
Teachable Moments (whole class/group/individual)

Working Towards:

Your area of focus/development that you have decided on.

To ensure that all students can explain their mathematical understanding using age-related mathematical language.

How are you working towards this?

Modelling using known manipulatives such as Numicon
Integrating mathematical understanding into daily authentic interactions
Adult interaction CPD

Year 1

Working Well:

One thing going well across your year group:

Using the tens frames.

Having partner work in every direct teaching session.

Maths with continuous provision.

Working Towards:

Your area of focus/development that you have decided on.

Children speaking in full sentences, using correct mathematical language.

How are you working towards this?

Modelling with the adults in the classroom.

Praising and repeating answers given.



How have you got to this point?

Ensuring that this is identified in the planning.

Training children to work with an identified partner.

Modelling provision activities.



Year 3

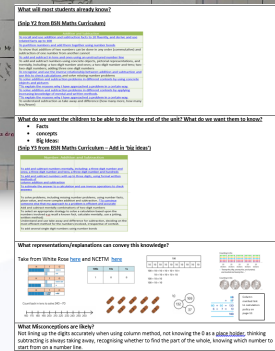
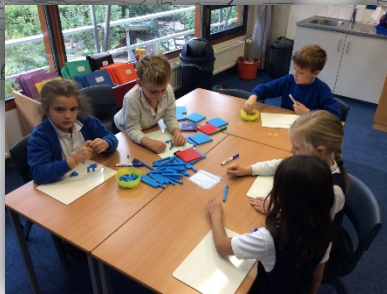
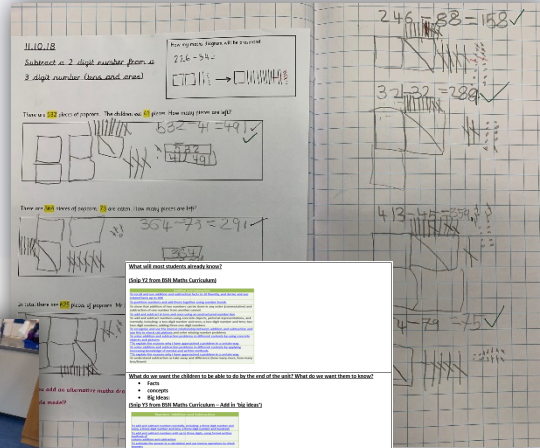
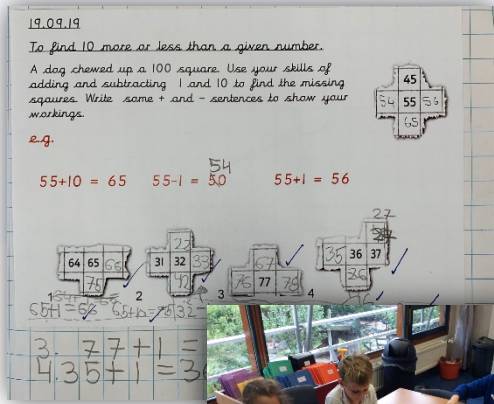
Working Well:

One thing going well across your year group:

The use of drawings and bar models to demonstrate understanding.

Use of White Rose materials.

Starting each lesson with a question for students to explore.



How have you got to this point? By making the most of the resources available. Team planning and teaching. Planning each unit initially together.

Working Towards:

Your area of focus/development that you have decided on.

Fine tuning the questions we ask the children, enabling them to 'go deeper' and explore problems with higher ceilings.

Children to independently use manipulatives.

How are you working towards this?

Modeling it!

Project with ML.

All agreeing the questions beforehand in our unit overview.

What deliberate choices will be now made as a result of our reflection?



Collaborative enquiry



What is the effectiveness of _____ on promoting student learning?



What information will be collected to try to answer the key question?
By when?
By who?

Collaborative discussion to decide what the collected evidence tells us about the question. So what?



