

ST. MARY'S CHURCH OF ENGLAND V.A. PRIMARY SCHOOL

Vision & Maths Meeting – Parents 28th January & 13th February 2014

Purpose of Meeting: Mrs J Woolley

- To provide parents with an update on how Maths is being taught in the classroom and the use of the new resource Mathematics.
- The school's vision TALE (Together, Achieve, Learn and Enjoy) was developed by parents, staff and pupils a number of years ago. It is good practice to review the school vision and aims regularly with all stakeholders to see if they reflect what we want to achieve. In reviewing the school vision it is an opportunity to think about our core values and beliefs. (A show of hands from the parents demonstrated that not all parents knew what the school vision was). We will be discussing the vision and aims with staff, governors, pupils and members of the community and church and then the SLT will collate the information and work with governors on producing a school vision statement that reflects what the stakeholders want the school to achieve. To begin this process parents will be asked for their thoughts in the second part of the meeting.

Staffing Update: Mrs Woolley

There has been a little bit of confusion over Mrs Silins role and the new SENCO, Mrs Morriss, who was appointed in the Autumn Term.

Mrs Silins' role has been developed into a more strategic one with a particular focus on working with the vulnerable children and Pupil Premium children – her title is Pastoral Support and Inclusion Lead. As this is quite a major role we have appointed Mrs Morriss to take on the SENCO work.

Mrs Morriss is an experienced SENCO and she is currently coming into school one day a week to oversee the provision for SEN children. If any parents of SEN children wish to make an appointment to see Mrs Morriss then they can make an appointment via the school office. If a parent needs to discuss SEN matters urgently and it is not on a day when Mrs Morriss is in then do feel free to go to Mrs Silins, the class teacher or myself. Obviously Mrs Silins is still around and is still very much up to speed on SEN and she meets with Mrs Morriss regularly.

Mrs Silins is also available on Fridays from 2 in the Den if any parents ever want to drop in and have a chat about any matters relating to your child's development or to discuss any concerns you may have.

We have also recruited Mr Adam Welch to replace Mr Riddington in Year5/6. He will also take on the position of Assistant Headteacher leading KS2 and will join the school after the Easter holidays.

Maths Update: Mrs Royle

Mr Mike Wagner (Parent Governor) is our Maths Link Governor. He has taken over this role from Mrs Kate Smeed and works with the Senior Leadership Team (SLT) to help raise maths attainment and progress.

Maths along with reading and writing has a high profile within the school and we are constantly reviewing how we teach these subjects, the resources we use and the progress pupils are making.

Children who do not have access to a computer at home can use the ICT Suite at lunchtimes on Wednesdays (if they are Yr1/2 pupil), Thursday (if a Y3/4 pupil) and Fridays (if a Yr 5/6 pupil).

Parent Question - When my child completes the maths homework activities they only get one chance to complete an activity. If they have not got all the answers correct and hence perhaps do not fully understand it they do not get the opportunity to repeat the exercise.

Answer: - When the teacher looks at the homework they are able to re-set the same exercises again for the following week if they feel that a child needs more practice. We will however look into the possibility of allowing children to repeat exercises during that week's homework.

Step Up 4 Success

In January we introduced a new method for teaching maths in the classrooms called Step Up 4 Success which enables us to make maths learning individualised to each pupil.

Each child has their own Learning Ladder which is personalised to their ability in the particular maths concept (i.e. number, calculation, shape, etc.) which is being taught that week. When a new concept is introduced the teacher will often begin the lessons by working with the class or group of children to introduce the concept. These ladders include a variety of maths activities which they work through in class. Sometimes the activities require them to work independently, with a partner or with an adult. When they reach the top of the ladder they complete a Prove It activity which is designed to test their understanding to that concept. The teachers mark the maths books each day to check their work, determine which children need additional support and when extra explanation is required.

Wk beg APS	Learning Ladder - Steps to Success Written Methods + and -	How well am I doing?	
		Teacher	Me
9	I can record using number sentences begin to use the symbol '-' and '=' to record subtractions		
8	I can record using number sentences begin to use the symbol '+' and '=' to record additions		
7	I can record my work with objects, pictures or diagrams		

Wk beg APS	Learning Ladder - Steps to Success Written Methods + and -	How well am I doing?	
		Mrs Royle	Me
24	2.I can add and subtract whole numbers with more than 4 digits, including using efficient written methods (columnar addition and subtraction)		
	1.I can add or subtract involving negative numbers set out on a number line		
23	2.I can subtract 4 digit numbers using written methods		
	1.I can add 4 digit numbers using written methods		
22	1.I choose the best strategy to add or subtract two-digit, three-digit numbers that cross the tens or hundred boundaries		

Each of the ladder activities are linked to an Average Point Score (APS) which correlates to a National Curriculum Level (see table below). The number of activities a child has to perform to achieve an APS score on the ladder is dependent upon the area of maths which the child is working on.

A key benefit to Step Up 4 Success is that the steps they make are clear and of a size that the children can clearly see where they are going and the progress they are making.

Whilst it is too early to measure the impact of this new way of teaching maths we are confident children will make at least good progress. This is evident in their books.

Levels and Average Point Scores (Primary Schools)

Sub level	Points	Expectation	Ability KS1	Ability KS2
p8	6		↑	↑
1c	7			
1b	9			
1a	11		Low	
2c	13		Middle	
2b	15	End KS1	Middle	
2a	17		Middle	
3c	19		High	
3b	21	End Year 4		
3a	23			Low
4c	25			Middle
4b	27	End KS2		Middle
4a	29			Middle
5c	31			High
5b	33			
5a	35			
Level 6	39		↓	↓

Parent Question: - *As adults we have no way of measuring how our children are doing.*

Answer: - Your child may be at a different APS point for different areas of maths and they will be able to tell you which APS point they are on for the topic they are working on that week. To help you understand what this means and to help you gauge the progress they are making we will produce a document which maps to the APS levels to the curriculum levels you are more familiar with. (See table above).

Parent Question: - *There are a lot of children in each class and it sounds like they will need their work marked regularly how can you do this with only one teacher and possibly a teaching assistant?*

Answer: - The awareness of the teacher is key to this however this is also where the Prove Its come in. These are only completed at the end of the ladder and at that point the teacher/teaching assistant will use this to check the children's understanding of the topic/concept.

Whilst the structure of the lessons is moving away from whole class teaching for all of the lesson the teacher will often start a lesson by explaining a concept to the whole class or a group of children. If during the lesson the teacher feels that particular children need additional support they will work with them as a group to help consolidate the understanding.

At the end of the day all the maths books are marked and the teachers use this information to inform the structure of the following day's lesson and whether group or whole class work is required.

Parent Question: - *Could a child be at different levels for different areas of maths?*

Answer: - Yes they may be at one level for Shape and the following week when the maths topic is place value they could start at a lower level.

Parent Question: - *How do you build confidence when the children go down a level as a new topic is introduced?*

Answer: -The children did find it a little hard to start with, however now that the ladders have been used for

a few weeks this has not become a problem. Listening to the children talking about the ladders we are finding that they are focusing upon how many levels up they have moved on the ladder rather than what level they are on.

Parent Question: - If the children are continually progressing up the ladders is there a time when time is taken to review the topic and give the children time to consolidate their understanding?

Answer: - Review is something that happens in all forms of teaching and when we come back to a topic the children may start a point or two below where they finished on that topic last time so that they can practice what they know and begin with a little revision.

Parent Question: - Does the whole class work on the same maths topic at the same time?

Answer: Yes they do. Sometimes the topic lasts for one week and others for two weeks.

Parent Question: - Where does the challenge come in when they are simply doing worksheets and waiting for their work to be marked?

Answer: - The benefit of Step Up 4 Success is that the children progress at their own rate and do not need to wait for their group to catch up. For children who have perhaps tended to coast in the past they now have to work hard to prove their understanding in a Prove It. We are finding that the Year 5/6 teachers need to extend the ladders to include Level 6 work in some of the maths concepts.

Parent Question: - Is Step Up 4 Success linked to the new maths curriculum?

Answer: - The new curriculum is for Year 3&4 only at the moment and yes Step Up 4 Success is aligned to it.

Parent Question: - Both my children have responded well to this new maths and are really enjoying it.

Reply: - Thank you and we are very pleased with the response from the children. We didn't go into this scheme blindly. Before we invested in it we went to see another similar (in terms of Ofsted assessment) school to see how it was implemented and the impact it was having. It was actually written by a Local Authority Advisor and a Gloucestershire Headteacher. The head teacher said it had had the single most positive impact on pupils' maths attainment.

Vision

At the first meeting parents were asked what they thought made:

- An excellent school?
- A quality curriculum?
- A quality teacher?
- A successful pupil?

Parents were asked to write their comments on post-it notes. These comments have been collated and are summarised below. We will use the key elements which this identified to inform the vision.

At the second meeting parents were asked what they thought:

- Made St Mary's different from other schools?
- St Mary's does well that we can build upon?
- Had led them to choose St Mary's for their child?
- What are the school's key strengths?

Due to the reduced number of parents at this meeting the responses have been saved and will be incorporated when these questions are asked again to a wider number of parents.

An Excellent School



A Quality Curriculum



