

## Strategic School Improvement Fund Project

### **Impactful strategies used by SSIF schools to improve outcomes in maths for their disadvantaged pupils:**

- Robust assessment strategies (AFL) and tracking to ensure early identification of pupils gaps and barriers to learning
- Focus on transition from primary/middle to ensure clear progression and secure accurate and robust assessment information
- Question level analysis of KS1/KS2 maths tests to identify pupil's gaps in subject knowledge and skills – QLA provided an opportunity to drill down to pupil level attainment and identify gaps. Over time QLA has enabled teachers to identify if gaps are cohort specific or an issue re: provision
- Cluster moderation to review, validate assessment and to support standardisation in year groups where there is no testing or exemplification materials – successful across KS1 – KS3
- Coaching support to further develop and embed effective teaching and learning strategies and pedagogy in maths – personalised CPD to support teachers' self- reflection, identification of next steps and further strategies to support pupils' needs.
- Use of PIXL – useful as an assessment tool and diagnostic tool to support the identification of pupils' gaps and areas for further development. Helpful at individual, group and class level.
- Collaborative planning across classes in the same year group/cohort to further develop reasoning and mastery – impact on teacher confidence and improved understanding of progression
- Parental workshops to support and engage parents in their child's learning. Sharing of key strategies used in maths lessons - highlighting the importance of parental involvement in learning at home
- Support of Maths Hubs – GLOW and Central Maths Hub – leading to the further development of pedagogical approaches to support mastery, fluency and reasoning
- Use of tutor time to engage pupils in activities to support understanding of time tables, number, shape – fun activities to challenge and engage
- Use of pre-teach strategies to support learning and pupils' readiness to learn – one to one/ groups activities
- Equity of provision – all pupils taught by the class teacher – No extraction groups. Inclusive provision and use of groups and guided learning sessions led by the class teacher
- Use of Mastery Maths schemes – e.g. Maths NO PROBLEM
- One to one intervention strategies – 30 minute sessions, twice per week. Specific focus on gaps and fluency. Regularity of sessions leading to improvements

### **Useful Reading/resources/websites:**

<https://www.ncetm.org.uk/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-2-3/>

<https://www.tes.com/news/improving-pupils-short-term-memory-boosts-maths-results-study-finds>

<http://www.glowmathshub.com/resources.html>

<https://mathsapp.pixl.org.uk/>

<https://mathsnoproblem.com/>

<https://mathsnoproblem.com/assessment-for-learning-for-successful-maths-teaching/>

<http://www.sec-ed.co.uk/best-practice/cpd-workshop-coaching-to-improve-attainment/>

<https://www.gov.uk/government/publications/coaching-for-teaching-and-learning-a-practical-guide-for-schools> (2010 but still really useful!)

