

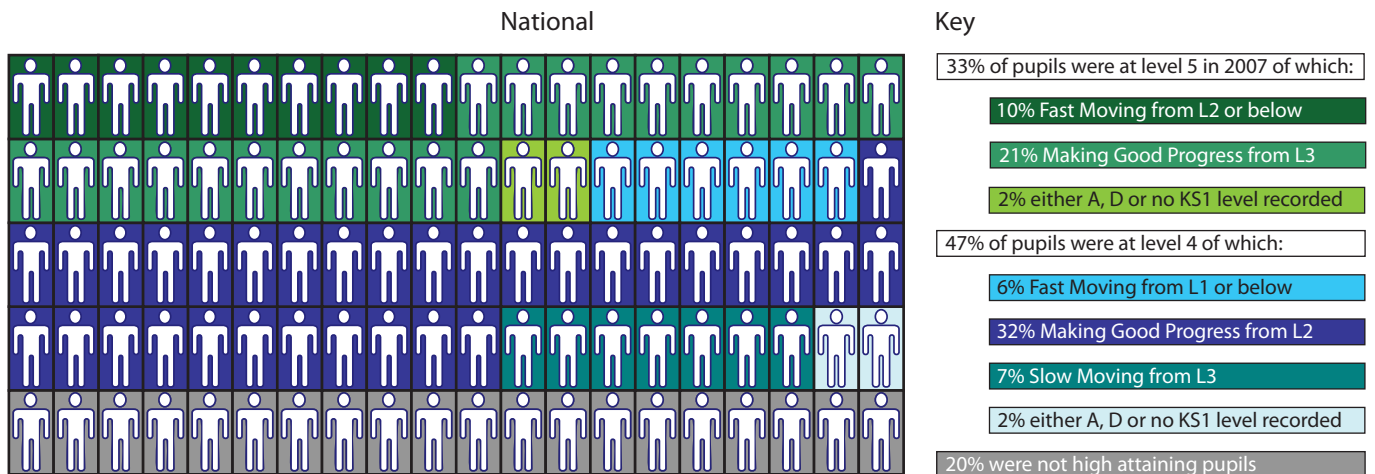


Getting There – able pupils who lose momentum in English and Mathematics in Key Stage 2

Making Good
Progress Series

department for
children, schools and families

Pupil Progression Chart – Key Stage 2 English ‘High Achievers’ (2007 provisional)



The pupil progression chart can be used to show how pupils progress over the key stage. Each ‘stick person’ represents 1 per cent of the pupils nationally in Year 6.

The charts in this document use colours to represent pupils and shades of colour to mark pupil progress, from different starting points. Even those pupils who reach national expectations can be considered to be ‘slow moving’ considering their starting point.

So green represents those who achieved Level 5:

- dark green – those who started the key stage at Level 2 or below
- light green – those who started at Level 3
- olive green – those who were absent or disapplied from the test or had no Key Stage 1 level recorded

Blue represents pupils who achieved Level 4:

- light blue – those who started the key stage at Level 1 or below
- dark blue – those who started at Level 2
- turquoise – those who started at Level 3
- very pale blue those who were absent, disapplied or had no KS1 level recorded

Grey represents those pupils who achieved less than Level 4

This report focuses on a group of pupils who started Key Stage 2 at Level 3 but in Year 4 and 6 were judged to be at risk of not achieving Level 5 at the end of the key stage.

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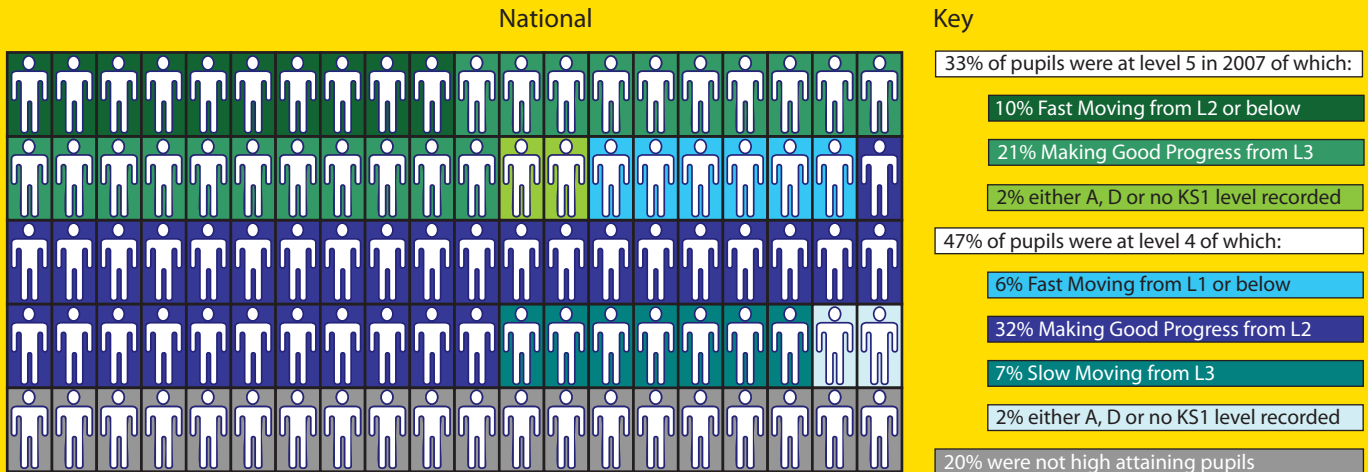
Chapter 1: Introduction

- The proportion of pupils achieving Level 5 at the end of Key Stage 2 has increased significantly: from 16 to 32 per cent in English between 1997 and 2006; and from 18 to 33 per cent in mathematics between 1997 and 2006.
- However, even with equal access and despite everyone's best efforts, children do not progress at the same rates. Many children who do well at Key Stage 1 are unable to maintain their progress during Key Stage 2 and slow down or stall completely. The conversion rate in 2006 to Level 5 at the end of Key Stage 2 for pupils who finished Key Stage 1 with a Level 3 in English was 78 per cent; the corresponding conversion rate for mathematics was 74 per cent.
- This report focuses on pupils at risk of not converting a Level 3 in English and mathematics at Key Stage 1 into a Level 5 at the end of Key Stage 2.
- 37 schools were selected (18 for English and 19 for mathematics) with a reasonable balance between shire, London and unitary local authorities.
- A DCSF school standards adviser visited each school for up to a day. A series of detailed interviews were held with:
 - Year 4 and Year 6 children identified as 'at risk' of not adding two levels during the key stage from a starting point of Level 3 at Key Stage 1
 - The headteacher
 - Year 4 and Year 6 teachers
 - Their literacy or mathematics subject leader.

In addition, some samples of children's work and teaching plans were examined although lessons were not observed.

- The report focuses on the experiences of approximately 215 pupils. It shows how to identify those making slow progress in English and mathematics. It highlights some common characteristics and differences – particularly between boys and girls.
- The report also includes practical recommendations for schools and teachers on how to improve performance.

Pupil Progression Chart: KS2 English ('High Achievers' 2007 provisional)



Turquoise represents those pupils who entered the key stage at Level 3 but did not achieve Level 5 by the end of the key stage.

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Identifying able pupils who make slow progress in English in KS2

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Chapter 2: Identifying able pupils who make slow progress in English in KS2

Pupil characteristics

Those able pupils who were making less than expected progress in English in Key Stage 2 often shared these characteristics:

- They were generally well behaved
- They were highly articulate and perceptive in small group discussion but could be quiet in whole class situations
- They were confident, motivated and enthusiastic
- They were overwhelmingly positive about reading
- They picked up ideas quickly, constantly trying to improve and were eager to please
- They displayed a positive approach to learning
- They were, however, 'easy to miss'
- They were unwilling to take risks and didn't like to make mistakes
- They didn't ask for help and found difficulty in identifying their own success
- They usually persevered with the task set, especially when the task was routine and of limited challenge
- When stuck they relied on friends or were happy to leave a task incomplete

In addition:

- They often worked exclusively in mixed ability groups and rarely worked with children who were making similar rates of progress
- They often perceived themselves as additional support to less able pupils, especially those not regularly receiving class teacher or teaching assistant support
- The majority of pupils said they would have liked more opportunities to work in ability groups or independently.

Obstacles to progress in English

'I really love reading ...it's where I get ideas for writing ...I love writing 'continuing stories' if the book endings aren't all that good' (Year 9 boy)

When the pupils' comments and evidence provided by their teachers and senior leaders are put together they suggest the following:

In reading, pupils:

- Had limited opportunities for making links between reading and reading comprehension
- Were developing an over-reliance on use of extracts for reading

In writing, pupils:

- Demonstrated a limited ability to orchestrate all elements of writing simultaneously
- Were given restricted opportunities to engage in oral rehearsal
- Had limited opportunities to take part in guided reading
- Had developed a preference for personal/private writing which was not shared with a wider audience
- Lacked confidence in the wider use of punctuation
- Were insecure in the planning of writing

In speaking and listening, pupils:

- Were unaware that speaking and listening is a skill to be practised and developed
- Had limited opportunities to develop speaking and listening or, in fact, identify progression within it

Other significant findings

Pupils:

- Often had low-level and low-value targets which frequently focused on simple functional skills
- Demonstrated limited evidence of application of targets when working in other areas of the curriculum

Teachers and senior leaders:

- Indicated that further support and development was needed in understanding progress between levels
- Suggested that there was not a consistent understanding of age related expectations, particularly in lower Key Stage 2
- Recognised that a review of intervention was needed to ensure appropriate targeting, particularly for 'stuck' or 'slow moving' pupils

Specific issues arising

Reading

'It's better when we read in our own ability groups ... we use the same language.' Year 6 girl

- Over 70 per cent of children were able to talk positively about reading and many could name a favourite text or author. Many enjoyed reading at home, often with their parents.
- The majority of children were very positive about guided reading, particularly when working with pupils of similar ability. Guided reading was planned for and implemented in about three-quarters of the schools visited.
- A small number of children saw reading (which they enjoyed) as being unrelated to the reading comprehension exercises (which they found difficult) they were asked to do in class. Yet they could talk readily about the books they had been reading and showed good understanding.
- Some children, particularly in Year 6, felt that the majority of books provided in school for guided and personal reading did not reflect their lives or interests.

Writing

'What I really like is for my teacher to help when I'm writing ... to sit by me and tell me when I'm going wrong... and how to improve' Year 6 boy

- Many children said they preferred to write at home where they could produce private, personal writing. Rarely did they share this writing with a wider audience.
- A number of children found the marking of their work intrusive.



- Evidence from more than half of children's books showed that although writing was imaginative, there was little understanding of craft or control at text level.
- Writing samples showed a basic use of vocabulary and sentence construction, including the use of connectives. More than half the pupils interviewed admitted to struggling with punctuation, for example the use of the comma.
- About one in four children interviewed were able to talk knowledgeably about how to improve their writing at sentence level or how to improve the cohesion of their writing at text level.
- Many of the children interviewed found planning difficult and had very few planning strategies. They rarely completed or stuck to a plan and found sustained writing difficult.
- In some schools children were unable to explain how they were taught to plan, compose and complete extended writing. Evidence of teachers modelling examples of good writing was apparent in only about half of the schools visited.
- Opportunities for guided writing were only systematically planned for in about one in five schools.

- Almost all the children interviewed tended to identify functional aspects of writing as areas of development, for example spelling and handwriting. However, they were not able to identify other aspects of writing with any precision. When asked to choose a 'good piece of work', they tended to focus on presentational aspects. In many cases, this focus on the presentational aspects of writing was reinforced by checklists and aide-memoires in exercise books.

Speaking and listening

'Role play and drama is really important ... I think tasks become clearer when they are discussed.' Year 4 teacher

- In about half of the schools children said they worked with talk partners which helped them come up with ideas for writing. In these schools, children sometimes took part in drama such as role play and hot-seating (pupils take it in turns to sit in the hot seat in the role of a particular character while the others ask questions). The use of these strategies stimulated pupils' writing as well as their active participation in and enjoyment of their lessons.
- In most schools the teaching of speaking and listening was inconsistent and outcomes were not assessed. Most of the children interviewed were unable to describe the progress they were making in speaking and listening.

Progression

'They (Year 6 pupils) have brilliant ideas once they're warmed up and are quite prepared to think outside the box, although they're not so good at getting ideas down.' Year 6 teacher

'I see my role as leading in learning; that's what I do' Headteacher

- Teachers described the children interviewed who attained Level 3 at KS1 as not having 'secure skills'.
- Many of the children interviewed could talk about their current level of attainment (e.g. 'I am a Level 3c') but were unable to identify the next steps they needed to take to improve. In fact, the steps needed to improve from a Level 3 to a Level 5 were unclear in about half of the schools.
- In just under a half of the schools visited, the tracking and monitoring of children's progress was developing well. In such schools there was a reasonable understanding of the age-related expectations of different age groups and a good understanding of the importance of using data to improve progression. In addition, meaningful curricular targets were evident in children's books and were understood by the children.



Assessment for learning (AfL)

- A clear focus on developing AfL practice was evident in about one third of schools, often with a focus on peer and self-assessment.
- In about one in four schools visited curricular targets were often pitched at a low or rudimentary level and over-emphasised simple functional skills, for example 'join up your handwriting', 'finish more worksheets' and 'be neater'. In these schools the review of children's progress towards their targets was often infrequent and it was not uncommon for targets to remain unchanged for more than a term.
- Children were able to talk about their current literacy targets in just under two-thirds of the schools. However, even in these schools there was limited evidence of children using or referring to their targets.
- Marking in the majority of books seen, although frequently including positive comments, was often cursory and didn't provide useful pointers for improvement. In only about one in four schools was there any evidence of marking matched to steps in progression, with opportunities for children to respond to the teacher's comments and make corrections.

Intervention

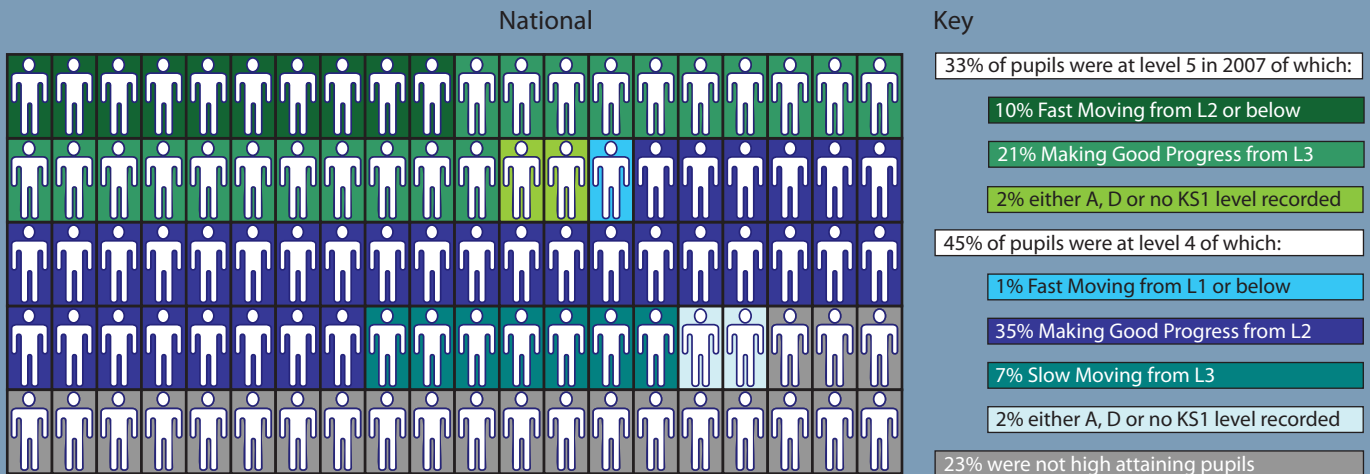
- Some form of 'Wave 2' (small-group intervention) and 'Wave 3' (specific approaches for individual children) targeted support was evident in about half of the schools visited. Specific Primary National Strategy intervention programmes were being used in about one school in five. However, the target group of children interviewed rarely benefited from focused intervention.
- In just under two-thirds of the schools the target group of children did not receive targeted intervention/group work by the class teacher.

Involvement of parents

- Most of the children interviewed said that their parents asked them about school and wanted them to do well.
- About two-thirds of the children interviewed said that their parents helped them with their homework, with the help frequently focused on hearing them read or checking spellings.



Pupil Progression Chart: KS2 Mathematics 'High Achievers' (2007 provisional)



Turquoise represents those pupils who entered the key stage at Level 3 but did not achieve Level 5 by the end of the key stage.

Chapter 3: Identifying able pupils who make slow progress in mathematics in KS2

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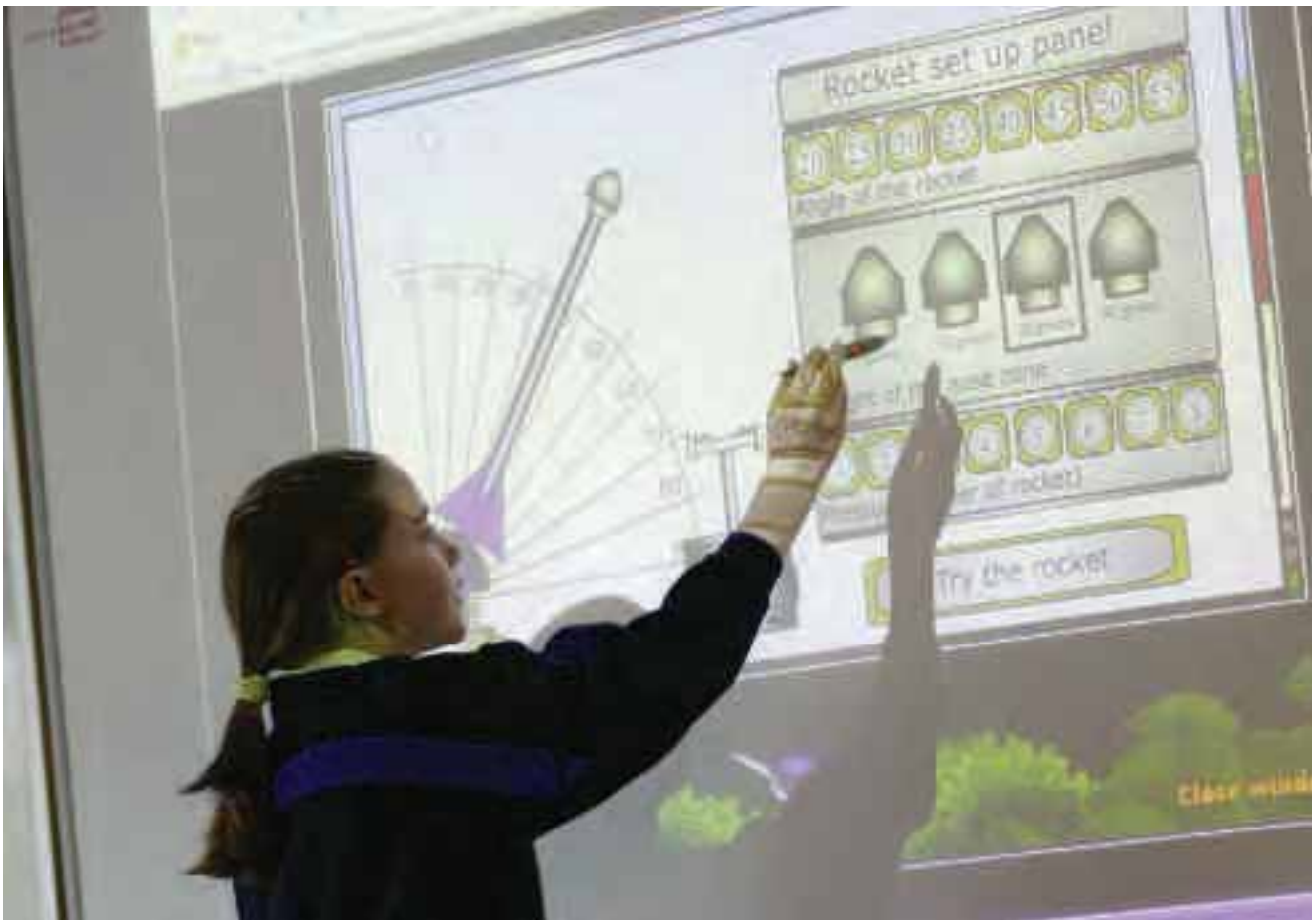


Chapter 3: Identifying able pupils who make slow progress in mathematics in KS2

Pupil characteristics

Those pupils who were making less than expected progress in mathematics in Key Stage 2 often shared these characteristics:

- They were often girls
- They were well behaved
- They were positive about mathematics and learning
- They were often the 'invisible children', with the girls in particular being quiet and undemanding
- They were tentative and cautious when starting a new topic, particularly the girls
- They did not like being the centre of attention and tried to avoid answering and explaining to the rest of the class
- They liked to be able to get on with their work rather than to listen to explanations targeted at lower ability children
- If left to decide, they would normally work on their own
- However, they liked discussing and working in pairs or small groups so long as the pupils were of similar ability, as they knew they learned from each other – but they did not do this very often
- They wanted to be *taught* more as a small group – they liked it when the teacher came to work with them during the lesson
- They could distinguish between getting all the answers right and developing understanding
- They tended to be dependent on the teacher when stuck and had few self-help strategies – they would wait patiently with their hand up and sometimes did not get noticed
- They did not like wasting time – they wanted to get on
- They liked quiet thinking time, and did not like it when others shouted out answers quickly
- They knew that mathematics is important, and wanted to do well



There is a smaller group who shared these characteristics:

- They tended to be over-confident and rushed their work, often making mistakes
- They were competitive and wanted to be the first to finish
- They were demanding of the teacher's attention, and might misbehave if ignored when needing help
- They often wasted time if they finished early, avoiding the extra sheet or extra challenge

Obstacles to progress in mathematics

'I don't know why I'm not clever any more'. Year 6 girl

'We are supposed to do an extra sheet when we finish early, but I don't usually bother'.
Year 6 boy

'I get really annoyed when someone shouts out the answer when I'm still thinking it through'.
Year 6 girl

'I try to work it out for myself when I get stuck. If that doesn't help I put my hand up'. Year 4 girl

Pupils' own comments, together with evidence provided by their teachers and senior leaders, suggested the following:

In number and calculation, pupils:

- had difficulty identifying related facts from known number facts
- did not understand the values of decimal numbers
- were better at adding and multiplying mentally than subtracting and dividing
- were not aware of the importance of reading a calculation and deciding whether to do it mentally, mentally with jottings or using a formal written method

When using and applying mathematics, pupils:

- relied on one given approach and did not use their own ideas
- found problem solving difficult, particular where it involved two or more steps
- had difficulty remembering mathematical vocabulary and rarely used mathematical words in lessons or in their written work
- rarely made their own decisions about how to use a visual image, for example, a number line for a calculation
- had difficulty seeing the relationships and connections in mathematics

Other significant findings

Pupils:

- lacked opportunities for paired or group work
- lacked opportunities for talk during mathematics lessons with their teacher and peers
- worked mainly on exercises of similar questions which they could get right without necessarily understanding the mathematics

Teachers:

- used mainly test outcomes to assess pupils' attainment
- often mistrusted end-of-Key Stage 1 data on individual pupils
- rarely intervened when pupils were on track to get Level 4, even if they started the key stage at Level 3



Specific issues arising

'These girls are really confident, but they are different when they are doing mathematics. They seem anxious about getting it right'. Year 6 teacher

'We never use calculators in lessons – only when we are doing test paper B'. Year 6 boy

'The boys like the starter to lessons. They are competitive – they like being the first to complete all ten questions and getting them right. The girls don't seem to like this as much. They are quiet most of the time'. Year 6 teacher

Number and calculation

- While recall of multiplication facts was generally not a problem for these children, many lacked flexibility with numbers. For example, only half of the children were able to identify the division facts from a multiplication fact, and hardly any could use a known fact to find other related facts.
- While children's understanding of place value of whole numbers was secure, they were not aware of the values of decimal numbers and often read these incorrectly. They did not see or understand the link between fractions and decimals.

- Only about half of the children were confident with mental calculation. Many rarely calculated mentally as the teaching focus was on formal written methods. Children were better at addition and multiplication than subtraction and division. Some children relied too heavily on partitioning as a method of mental calculation.
- Many children did not select an efficient method when calculating mentally. Some children, often boys, believed that complicated methods were better methods.
- Very few children practised the skills of deciding whether to do a calculation mentally, mentally with jottings or to use a formal written method.
- Most children were familiar with number lines but few used them flexibly or had a mental image of a number line to help them with calculation. They did not recognise when two large numbers were close together, which makes finding the difference easier mentally. 'Closed' use of number lines in a few schools led to the targeted children not appreciating their value as a visual image but instead seeing them as trivial.
- Many children said they did not understand division. They also said they spent much more time working on multiplication than on division.
- Most children rarely used calculators in mathematics lessons – when they did it was often to check their answers. Calculator skills were weak overall.



Using and applying mathematics

'These children really struggle to remember the mathematics vocabulary. They seem to know it one day, but have forgotten it the next'. Year 4 teacher

- Many of the targeted children focused on one given method when doing mathematics. They did not recognise the importance of trying different approaches.
- Teachers said that many of the targeted children struggled to explain their methods in mathematics, and often responded by saying '*I just know*'.
- When calculating mentally, most children worked through their chosen method to an answer, but they rarely reflected on whether the answer was sensible.
- Many of the targeted children thought that checking work was something they only did using a calculator.
- The children tended to be good at reading and using information from charts and diagrams, but teachers said they struggled with reading and interpreting the language of test questions. Many teachers said that the targeted children seemed to perform better in class than they did in tests.
- The targeted children had few opportunities to work on open activities or to explore and investigate mathematics. Approaches like devising questions for a fixed answer, exploring when statements are true and false, matching linked facts and focusing on different methods rather than the answer, were rarely evident in children's books.
- In just under half of the schools, teachers identified problem solving with two or more steps as a specific weakness of the targeted children.
- In more than half the schools, children had significant weaknesses with their use of mathematical vocabulary. Although children were aware of a mathematical vocabulary, they said they had difficulty remembering key words and could rarely use a given word in a sentence. A minority of schools encouraged children to write the list of key words for a topic in their books. None of the children's work books included meanings or examples of when to use the key words.

Teaching, learning and assessment

'It's hard to remember maths when you do one thing one day and something else the next'. Year 4 boy

'We use 'talk partners' to encourage more discussion in mathematics lessons. We feel this strategy is important to raising standards in mathematics'. Mathematics subject leader

'I had a problem with the girls not contributing as much as the boys in class. I decided to place my teaching assistant with a group of quieter girls so they could give their answers to her rather than the whole class. Now these girls are becoming more confident in contributing their ideas and answers to the whole class'. Year 6 teacher

- The targeted children often talked about enjoying working in pairs and small groups, but said they usually worked on their own.

- Oral and mental starters were well established in schools, but often they had lost their purpose. Children talked about mental arithmetic tests that were focused on answers rather than method.
- In about half of the schools visited, most of the work in children's books comprised of routine exercises of closed and similar questions. Children talked about mainly working on exercises from textbooks, worksheets or from the board for much of their lesson time. Work from one lesson was rarely developed further in the next lesson. Open-ended problem solving work was viewed as special and different by most children. However, they often said they enjoyed these activities in mathematics.
- Many children said they rarely received help from the teacher when working on their mathematics. Some expressed the view that their teachers always work with the pupils in the 'lower groups' while others said the more able monopolise the teacher's time. Only one school provided support for the targeted group, instead intervention was targeted almost exclusively at children at risk of missing Level 4. Some children talked about wanting to do the more challenging work that the more able groups were given.
- Many of the children said they often finished their work early. In about a quarter of the schools some teachers asked children to read if they finished early. In most of the other schools the teacher provided an extra sheet or challenge, but children could rarely point to this extra work in their books. Instead they said they spent the time checking their work.
- In about half of the schools teachers were beginning to involve children in self-assessment, mostly by asking them to 'traffic light' key objectives.
- Many of the schools had a strong focus on improving standards in mathematics. In about half the schools monitoring activities – including scrutiny of children's mathematics work – and analysis of planning and lesson observation, were undertaken by the subject leader and often the headteacher.

Expectations

'We don't take our curricular targets very seriously in our class. They are written on the wall, but I don't know what my targets are'. Year 6 girl

'I want to do better, but I can't if it's only the other groups that get the hard work'. Year 6 boy

'I know I'm really close to getting a Level 5 now. I missed it by 5 marks in my test. I'm sure I can do it'. Year 6 boy

'Achieving pupils' targets is a whole school responsibility now, not just the responsibility of Year 2 and Year 6 teachers'. Mathematics subject leader

- There was a mistrust by teachers of end of Key Stage 1 data in just under half the schools.
- A majority of schools based their tracking of children's progress exclusively on the sub-levels from Qualifications and Curriculum Authority (QCA) optional tests, with many using the tests twice in each of Years 3, 4 and 5. Use of focused ongoing assessment was less prevalent, but was evident in almost one third of the schools. These schools were often using materials produced by Local Authorities that mapped key objectives to the National Curriculum.



- Under a quarter of the schools had agreed how the evidence in children's work would support their ongoing assessment of National Curriculum levels in mathematics.
- In most schools, tracking had been introduced within the last two years. Year 6 teachers often expressed surprise that one or more of the selected children had achieved Level 3 at the end of Key Stage 1. It was not uncommon for these children to be in middle or even lower sets in mathematics.
- Almost three quarters of schools used at least one source of evidence to identify curricular targets to improve children's progress in mathematics. Most of these used question analysis of QCA optional tests or other test materials as their only source of evidence. Few children had curricular targets related to mental calculation, despite it being a weakness for many. Children knew where their curricular targets were recorded, but most did not understand their targets.
- Virtually all the schools grouped children by ability for mathematics, usually into different classes. Most of the targeted children were in the top set, but were grouped with other 'lower ability' pupils within this set. Some children said they wanted to do the more challenging work that the more able pupils were given.

Parents

'My parents can't help me. They don't know what to do'. Year 6 boy

- Well over half the schools visited had difficulties engaging parents in mathematics curriculum events and most viewed this as a lack of parental interest. However in these schools children often talked about getting help with their mathematics at home, usually from older siblings or fathers. They also said that their parents did not understand the calculation methods they were using at school.



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Chapter 4: Taking action

Issue 1: Self-help strategies

Key concern

- These pupils demonstrated a lack of strategies to help themselves.

What do pupils need if they are to address this issue?

- Explicit teaching of the range of ways they can overcome barriers to progress in lessons, for example, by using displays, texts, other pupils, the internet
- A learning environment which promotes independence and supports self-help through, in particular, interactive and targeted display
- Opportunities to work with other able pupils in groups and pairs
- An awareness of the skills and knowledge of other pupils in the class so they can work collaboratively with these pupils, when necessary
- The permission to move around the class to work with a range of other pupils, when appropriate

What do teachers need if they are to address this issue?

- To observe models of effective practice, in terms of classroom organisation and teaching
- Training in developing age-appropriate strategies for developing self-help in pupils throughout Key Stage 2
- The assurance that 'developing practice' will not be viewed as 'their lack of classroom control'
- Support staff that understand the importance of allowing pupils to struggle/take risks and sometimes fail

What support can headteachers/senior leadership teams provide?

- A school policy on promoting independent learning and self-help strategies and planned action throughout the key stage
- Regular Continuing Professional Development (CPD) and training for teachers on how to organise a classroom and routines that promote independence
- An appreciation that developing these strategies and skills may entail some risk-taking in classrooms for both pupils and staff
- Support for all senior and middle leaders in ensuring that a focus on the extent of support for pupils' self-help strategies/independence is included in classroom observations and performance management

Issue 2: Identifying progress and next steps

Key concern

- These pupils needed focused feedback to provide greater awareness of progress and next steps to further improvement.

What do pupils need if they are to address this issue?

- Awareness of a commitment to achieving their targets
- A clear understanding of what they need to do to improve rather than just their target level
- Clear success criteria which do not focus solely on presentational features
- Objectives which focus on learning rather than doing
- Teaching which shows them *how to* improve their reading, writing, speaking and listening
- Opportunities to talk through their learning and evaluate their targets with their peers and teacher
- Quality time to respond to the teacher's verbal and written feedback



What do teachers need if they are to address this issue?

- An emphasis on learning as the outcome of teaching
- Effective questioning skills, knowing how and when to intervene
- A clear understanding of the small steps in learning which will help a pupil make progress to the next level
- A clear appreciation of the value of guided work which supports pupils with a similar need at the point of application
- Flexibility to adapt teaching to the learning needs of the pupils

What support can headteachers/senior leadership teams provide?

- Reassurance that good teaching involves flexibility and risk taking
- Provision of models of good practice through coaching
- Provision of time for reflection and discussion
- Clear guidance in terms of effective marking practice
- A wider expectation that pupils will respond to teachers' oral and written feedback with an emphasis on the target *getting* as well as the target *setting*

Issue 3: Developing speaking and listening

Key concern

- These pupils were unaware that speaking and listening is a skill that needs to be developed and practised.

What do pupils need if they are to address this issue?

- Planned opportunities to use speaking and listening activities in all lesson across the curriculum
- Direct activities which teach the conventions and skills of speaking and listening
- A range of activities which encourage extended talk rather than one word answers
- Opportunities to practise speaking and listening conventions, modelled by their teachers and peers
- To have the opportunity to practise speaking and listening in different contexts

What do teachers need if they are to address this issue?

- An awareness of the importance of planning specifically for the development of speaking and listening
- Examples of ways in which pupils make progress in speaking and listening within the key stage
- Strategies to encourage pupils to take risks and engage in speaking and listening activities
- Strategies which ensure that pupils have time to think before they are asked to respond

What support can headteachers/senior leadership teams provide?

- Promote and encourage speaking and listening across all areas of the curriculum
- Time for teachers to work together on developing and sharing ideas
- Time for teachers to focus more on the use of speaking and listening
- CPD and time for teachers to become familiar with the progression of speaking and listening through the Primary Framework for literacy and mathematics

Issue 4: Planning for writing

Key concern:

- These pupils were insecure in the planning of writing

What do pupils need if they are to address this issue?

- An understanding of the purpose and value of planning
- A range of planning models to draw on
- Direct instruction and modelling of how to plan within a range of contexts across the curriculum
- An understanding that plans can be revised during the writing process
- Opportunities to work collaboratively and independently once the planning is completed

What do teachers need if they are to address this issue?

- CPD to secure the modelling of planning
- Planned time for guided writing sessions to support and intervene at the point of writing
- Flexibility to allow planning and writing over an extended period of time

What support can headteachers/senior leadership teams provide?

- CPD to support effective planning for writing
- Opportunities for teachers to develop lesson planning strategies, to include the use of guided writing
- Models of good practice through coaching and team planning
- Development of school policy to secure understanding and progression in writing
- CPD to support the use of the Primary Framework for literacy in planning for writing

Issue 5: Securing understanding in mathematics

Key concern

- These pupils relied on one given approach which they used consistently to get the right answers, but knew they did not understand the mathematics.

What do pupils need if they are to address this issue?

- Open activities as part of all of their lessons to help them talk and think about maths, for example, making up questions for a given answer or matching and sorting activities
- Paired and small group work to explore and evaluate different methods, for example, finding different ways to work out the area of a shape made from rectangles
- Support from their teacher in recognising and finding different methods
- Opportunities to hear their peers talk about their ways of solving a problem or doing a calculation and why the methods work
- To appreciate that doing something wrong can sometimes be the key to improving understanding



What do teachers need if they are to address this issue?

- Ideas of easy ways to 'open up' mathematics that can be used in all lessons (see above)
- Time to work with colleagues to explore these teaching strategies, integrate the open approaches into planning and use the ideas in the classroom
- To feel they can explore different teaching strategies and take some risks when teaching mathematics

What support can headteachers/senior leadership teams provide?

- Time for teachers to work together in and out of the classroom
- An environment where teachers feel comfortable talking about approaches that have worked and those that have not, so they can share and refine practice
- Clear messages that a successful mathematics lesson is about more than completed exercises in the children's books
- Help for parents in understanding the school's approach to teaching mathematics and ways they can help at home

Issue 6: Developing and using mathematical vocabulary

Key concern

- These pupils had difficulty remembering mathematical vocabulary and rarely used mathematical words in lessons or in their written work.

What do pupils need if they are to address this issue?

- Planned opportunities to use vocabulary in all mathematics lessons, and in other curriculum areas whenever possible
- To enjoy using the correct vocabulary
- To use vocabulary both in their talk and in their written work
- To have the use of the vocabulary modelled by their teacher and their headteacher
- Easy access to current and previous key vocabulary

What do teachers need if they are to address this issue?

- Greater awareness of the importance of vocabulary to learning and gaining confidence in mathematics
- Examples of ways to reinforce the use of key vocabulary in lesson plans
- Strategies to get children to use the vocabulary, for example asking children to make up true statements which include the word *factor*
- Strategies to keep children focused on the key vocabulary in mathematics and other lessons, for example displays of words or words on cards for children to select and hold up
- Time to work together in and out of the classroom

What support can headteachers/senior leadership teams provide?

- Promote and encourage oral work in mathematics lessons
- Time for teachers to work together on developing and sharing ideas for strengthening the use of mathematical vocabulary
- Time for teachers to explore resources to support more focused use of vocabulary, for example the interactive planning tool on the web version of *The Primary Framework for mathematics*

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