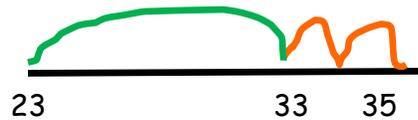


$$23 + 12 =$$



Closing the gap project—Expected (EXS) children in Mathematics



Background to the “Closing the gap” project

- The whole school Ofsted report in 2018 identifies an “upward trend” in mathematics attainment. The report does not identify any particular groups in this subject and so I analysed the whole year data for maths. The year 4 data in Autumn/Spring did not show an upward trend.
- In key stage 2, 50% of boys achieved EXS in mathematics whereas 58% of girls achieved EXS. A total of 54%
- In Autumn, boys dropped to 40% at EXS while girls only dropped to 50%.
- In Spring, however, boys dropped to their lowest of 28% at EXS, girls also dropped down to 40% at EXS.
- During the termly pupil progress meeting, the major drop in all pupils progress was identified to be addressed going forward into the summer term.

Relevant research and reading

- Willis, J. (2010) *Learning to love math: teaching strategies that change student attitudes and get results.*
- Vorderman, C. (2010) *Help your kids with maths.*
- Rickard, C. (2013) *Essential Primary mathematics.*
- Barmby, P. (2009) *Primary mathematics: Teaching for understanding.*

Key project activities

- Week by week maths planning became a focus, ensuring the learning was high quality and in depth concentrating on the support for LAP and MAP.
- Observed lessons in other classes including my own to look for dynamics between participating students and see how AFL can be used to achieve a mastery approach.
- In Autumn, introduced interventions at the start of lessons for pupils who achieved far below EXS, to build their confidence in mathematics.
- In Spring, intervention focus switched from individual skills for each lesson. Interventions now focused on core skills in mathematics.
- In Autumn, pupils were encouraged to answer 6 questions before moving on to the next challenge tier. However in Spring, this was changed to the rule of 8, under the understanding the first two questions answered may be with adult support.
- Changed starter activities to focus more on core skills. Ensuring these became fun activities to engage children whilst growing their confidence in arithmetic. (Willis. J , 2010)

Impact of the “Closing the gap” project

- The target for 54% of pupils achieving EXS was met in the Summer term test data. With 54% of pupils achieving EXS.
- All pupils in my class achieved EXS or above with the boys maintaining greater depth.
- The interventions in place continue to focus on core skills.
- With more data available and having analysed their test scores and areas for improvement, the starters and interventions will also cover test skills.
- Through planning, I made learning understandable and relatable by considering the network of connections between different concepts. Furthermore, including conceptual understanding as a focus within interventions to strengthen learning bonds. (Barmby, P 2009)

EXS data from KS2 and progress through 18/19

