

## Southill Lower School

'PSGs support staff to deliver high quality lessons'

The Mathematics Subject Leader for the school (who is also the subject leader for their fellow federated school, Shelton Lower) attended the 16<sup>th</sup> November 2015 Primary Maths PSG and the 10<sup>th</sup> February 2016 meeting, along with other staff members.

Southill Lower had previously identified problem solving activities & challenges for pupils as a priority area for the school.

The focus of the November meeting was mathematical problem solving – understanding its importance and giving staff greater awareness of key problem solving skills. The PSG leader also shared websites for staff and children to access to support learning. The February meeting focused on the NCETM materials on maths mastery. The school routinely sends a number of staff to each meeting and ensures that they sit on different tables to maximise learning from hearing others' experiences in other schools.

'I'm thrilled with our maths results'

'The Maths PSG, in particular, provides a wealth of resources & ideas'

'These PSGs motivated staff to make these changes'

Following the November PSG a 'bank' of ideas, resources, websites and contact details was compiled to help support improved teacher practice (both in paper form and electronic). This will be added to following attendance at further PSGs / CPD opportunities.

The staff analysed their resources and purchased appropriate additions. A gap analysis was undertaken of pupils and the maths action plan was updated to target areas highlighted from the gap analysis.

A maths week was organised as a result of the November PSG – it was held prior to Xmas with nearly 100% of pupils having at least one family member attend school during the week.

'I now feel that the children have the opportunities to explore their own understanding & reasoning further'

Having been introduced to the NCETM exemplification materials, the school has 'really changed the way we teach' and has led to 'some really big surprises' regarding pupil ability. Target setting has become more aspirational and lessons are far more pupil led. Student voice is encouraged through questionnaires – all pupils are called 'mathematicians'. Children are showing far greater engagement in maths and quieter children have been enthused and offered their own ideas more readily.

At the start of September 2015, 5 pupils were not considered likely to meet age related expectations ('ARE'). But in May 2016, 3 of them had made faster than expected progress and did meet ARE. Far more of the children than the school had anticipated are now working above ARE.

Feedback from parents following the maths week has led to a maths booklet being created which is now part of the school pupil starter pack. It includes ideas and websites that had been shared at the PSG meeting.

Following the February PSG meeting, the school reconsidered its planning to include mastery. The NCETM exemplification shared at the meeting was hugely helpful. Each week pupils are given 'a challenge' which they investigate/problem solve in their own way and at their own pace. There is no longer differentiation according to ability or outcomes. Planning is more open and TAs are working alongside teachers giving effective feedback so that pupils can be challenged at a greater depth.