

Community Partnership Minutes

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Date of Meeting	6 th October 2017	Attendees		
Meeting Room	Year 6 Classroom	Komilla Datta	Chair	KD
		Matthew Norcott		MN
Next Meeting	Term 2 - TBA	10 Parents / carers representing children in		
		Reception – Apple	x 5	
		Year 1 – Cherry	x 1	
		Year 2 – Pear	x 2	
		Year 3 – Hazel	NA	
		Year 4 – Willow	x 5	
		Year 5 – Sycamore	x 1	

Agenda	Action
1. Welcome and Introductions For the past 2 years we have used Merton/Wandsworth schemes of work We have bought new scheme called White Rose – created by a maths hub White Rose produce their own assessments that support the curriculum that is being covered in class. Using the same scheme of work means that the assessments are more fair. They shouldn't be assessed on anything they haven't covered so far. Maths Rose has existed for a few years – look at 2017 scheme. Criticism that it was too hard. Pitch has altered since the new KS2 SATs. It is still challenging and Year 5/6 are finding it is still challenging. KS2 SATs however are difficult. Up to the teachers to make it more accessible. Increase number in phase 2 – Year 3 and 4: these years in particular have challenges accessing maths, key skills in number to secure these foundations P – What is number? (Area of Maths focusing on concepts such as place value, comparing, ordering, rounding etc) P – Is this applicable to reception (Yes, including EYFS was another reason for making the switch). P – If we want to access these resources? (Downloadable from TES website) P – Do you use any apps like reading eggspress especially for maths? (Yes, Matheletics app. Reception access maths app in school- focus on fluency rather than being accessible for Reception) P – Are there levels for Maths like in maths?	

Action – share Maths end of year expectations

Expectations build on year on year. We have created end of year expectations for every year – challenging big ideas.

In class – Hinge Questions – AfL Most effective maths teachers assess as they go along and adapt learning appropriately to ensure purposeful tasks for all learners.

The National Curriculum separates Maths into three distinct areas: fluency, reasoning and problem solving. However, these must be seen as linked and taught together. We are ensuring that these areas are taught to all pupils and that teachers do not follow the misconception that fluency is for everyone and that reasoning/problem solving is only for more able mathematicians.

We are trialling splitting the maths lesson across morning break. This gives the teacher a chance to assess children's learning during the lesson and re-group them/adjust the work accordingly.

We are moving away from teaching Maths in rigid 1 hour sessions – some topics may need more time to embed. Promoting mastery approach. If you are doing a lesson on counting to 20 – can't say that all children can do that – we need to keep repeating so it can be mastered and to come back and teach longer lessons.

Backwards plan – where do I want children to be at the end of the month and plan according to that. Where must we start? Where should we be at the end of the week?

Mastery – you haven't mastered something until you have represented in different ways to really understand the concepts. Being able to follow steps and get a correct answer does not necessarily demonstrate true understanding.

It is vital that we use the correct mathematical language to relate ideas and use the correct terms. Doing this early prevents misconceptions later at secondary school – using the correct terminology throughout.

Developing reasoning skills means that children can identify which strategy is the most effective. Different concepts – there may be more than one thing I need to do .

CPA – Concrete ,pictorial, abstract. Start with concrete – using concrete objects – then using pictures – then using numbers. This is the cycle used. Children need to visual maths – children have different learning styles not all children can learn from the abstract way. Sometimes they are good at abstract style but this masks misconceptions

Task Design – Teachers really understand what makes an effective task for children. If the numbers get bigger doesn't make it harder. The skills are the same – making sure that teachers understand this. Pages of ticked worked doesn't show

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progress – just that children can practice the same skills. Fewer questions that are increasing more challenging.

Supported by research and Singapore Maths.

Add websites

Timetables

After school – competition

Friday after school
Next forum – playtimes

2. Attendance ppt

Please see Powerpoint presentation for details.
