

To Primary Schools, 10+ High Schools and
Special Schools

11 March 2008
JH016

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Dear Colleague,

Newsletter Spring 2008

Team Updates

Jo Trahearn left the Primary Mathematics team at Christmas to take up a post in an EAZ in Birmingham. We would like to thank her for her contribution to the team last term.

Claire Summerfield, our Business Support Assistant, has also left the team and is now working in Early Years. We would like to thank her for all the support she has given to the team in the last six years. We welcome Jacqui O'Connor who will now be supporting us.

Success for Leicestershire's Primary Strategy

Following a recent monitoring visit from our Senior Regional Adviser we were delighted to be rated as outstanding for our approach to the implementation of the Primary Strategy. This outcome reflects the positive messages given by Pete Dudley, the National Director of the Primary Strategy when he visited Leicestershire in the autumn term

Standards Fund 08/09

At present we can provide you with the following limited and provisional information.

Primary Framework – Assessing Pupil Progress

Funding is to be focused on developing an understanding of how to use the Assessing Pupil Progress (APP) materials which have recently become available on the new assessment area of the framework website (see Assessment Tab section later in this newsletter). We will provide training and release time for **all** schools to support this development.

Assessment for learning

The second element of funding is to deliver improvements in Assessment for Learning (AfL) with a focus on improving pupil progress. This will be linked to the implementation of the APP materials and once again, we will provide training and non-contact time for **all** schools.

The DCSF is working with colleagues in the National Strategies, Qualifications and Curriculum Authority (QCA) and the National Assessment Agency (NAA) to design support and training for AfL, teacher assessment and tracking.

Personalisation and intervention

Funding is available for targeted schools where attainment is below what is expected and progress data identifies slow-moving pupils. This support will be carefully structured and allocated through detailed and strategic analysis of a wide range of data. This targeted funding will be outlined and agreed in the summer term.

Primary Framework

Subject Leader meetings were well attended last term. The autumn term meeting gave an opportunity for Subject Leaders to consider and improve the impact of school led CPD on classroom practice and pupil progress. We also considered Using and Applying Mathematics using ICT in everyday lessons by demonstrating the use of resources from the Primary Framework.

Please note that after attendance at the Subject Leader meetings last term Subject Leaders were given an additional ½ day supply cover for school-based follow up work.

Assessment Tab Now Live!

The new assessment area of the Primary Framework is now live. It has been designed to support teaching practitioners and Headteachers to develop assessment practice. It is not a new initiative but brings together a range of supportive materials and processes that will improve learning and outcomes for children.

This area of the framework has three sections.

1. *Developing Assessment for learning.* To help schools to use the Primary Framework to develop further assessment for learning practices.
2. *Assessing Pupils' Progress (APP)*
3. *Standards Files*

The above two sections were jointly developed with the QCA and contain the materials and guidance needed to enable schools to introduce the Assessing Pupils' Progress (APP) process into Key Stage 2 in mathematics, reading and writing.

The APP process offers an opportunity for schools to improve teacher assessment which is securely linked to national standards as pupils' progress through levels and will help schools to ensure that their judgements about pupil progress are secure and robust.

Key Stage One Moderation

All those schools being moderated this academic year have been notified. As last year, reading and maths will be the focus for the moderator's visit. These schools will also be required to attend a writing moderation meeting in the summer term. **These meetings are open to all schools.** Teachers who attended last year found them to be a useful professional development opportunity, especially where Y1 and/or Y3 teachers came with the Y2 teacher.

The updated booklet to support KS1 assessment is on EIS, together with the dates of the writing moderation meetings. Booking forms for these meetings will go on EIS at the beginning of the summer term.

An updated Key Objective Grid, in line with the Primary Framework, can be found on MathsWeb.

Y5/6 briefings for literacy and mathematics

All schools were invited to attend briefings for Y5/6 teachers, which were held in January. These included updating teachers about new resources from the Primary Framework and provided useful ideas & materials to support teaching and learning. In particular the following booklet and CD-rom:

Overcoming barriers in mathematics – helping children move from level 3 to level 4. 00695-2007PCK-EN

This resource has been sent into all schools but you can download extra copies from www.teachernet.gov.uk/publications or www.standards.dcsf.gov.uk

All primary schools including junior and 10+ high schools will receive funding for one supply day for Yr5/6. We suggest this is used to ensure that resources are being used effectively to target pupils in the run up to end of key stage assessments in May.

Wanted!: enthusiastic teachers to join our team of Leading Teachers

- Do you enjoy mathematics?
- Do you enjoy inspiring a love of mathematics in children?
- Do you enjoy talking to other teachers about mathematics?
- Would you welcome additional professional development in teaching mathematics?

If the answer to all of these questions is 'yes', please consider making an application to join our team of Leading Mathematics Teachers. If you have any questions or would like to discuss this role further please contact the team.

Thank you to our current team of leading teachers who continue to provide a range of invaluable support.

The Leading Maths Teachers in Leicestershire are continuing to offer support to our schools. Currently we are able to offer the following:

- For new Maths Subject Leaders. If you are a new maths co-ordinator you might want a Leading Maths Teacher to act as a mentor during your first year.
- For Maths Subject Leaders. Support for planning from the Primary Framework.
- For NQTs. Support for newly qualified teachers with ideas for effective learning and teaching in particular aspects of mathematics, use of ICT, planning and assessment.

For further details see flyers at the end of this document.

One of our Leading Teachers has been involved in an ICT project in her school: *"As part of the project I was given a visualiser for my classroom and I must say initially it didn't look very exciting. Within a week I couldn't imagine how I had managed without it! It is a powerful, easy to use tool with which the whole class can view text or 3D objects in detail and it also has an image capture facility. My visualiser is available for use at the press of a button as it is linked to my IWB and PC.*

The children enjoy using the visualiser and it is ideal for instant feedback using pupils' work.

It enhances teaching and learning in every aspect of maths - fractions, sequencing, money, shape and problem solving to name a few. Once seen and used all teachers will want one.

At the other end of the spectrum I was given some Talking Tins (around £7 each) which will record 30 seconds of sound. To make a new recording you just press a button and speak into it. They can be used to make a display interactive, to record simple instructions or the solution to a problem.”

MathsWeb update

www.leics.gov.uk/sips/lqfl_numeracy

The following additions have recently been made to MathsWeb:

- The Leicestershire calculation policy – this has been revised in the light of the renewed Primary Framework.
- A complete set of medium term plans for all single age classes, and for mixed age Year 1/2, 2/3, 3/4, 4/5 and 5/6. Please note there were a few errors on the original single age plans. These have now been corrected.
- Some Speaking and Listening posters and a document highlighting the progression in speaking, listening and learning in mathematics.
- An electronic dictionary in PowerPoint, aimed particularly at Y5 and Y6 that children or classes can build up themselves as they come across new words.
- An annotated copy of a Year 6 mental test, modelling the use of jottings.
- Handouts from the Year 3 and 5 training for category 3, 4 and 5 schools.

Wave Two Intervention

Network meetings for Intervention Co-ordinators (for schools in LA categories 3, 4 and 5) will be held in the week beginning 25th February. As well as updating co-ordinators on newly available resources, the meetings will focus on developing an inclusive learning environment.

Schools involved in the mathematics collaboratives (Y1 and Y5/6) will be continuing to receive support and training from the team. These collaborative networks both focus on providing appropriate interventions for children at risk of not achieving age-related expectations. The impact will be evaluated towards the end of the summer term.

ISP Improving Schools Programme (formerly Intensifying Support Programme)

The eight schools involved in the collaborative network have continued to receive support and training from the team. They have been focussing on target-setting, including the Foundation Stage; developing the learning environment and the effective use of assessment for Learning. The impact will be evaluated towards the end of the summer term.

New resources

Whole School Approaches to Curricular Target Setting

This document has been written by the Primary Strategy Team with support from SEN and Early Years colleagues. It has been well received by head teachers and other colleagues. Demand is high and we have ordered further copies which should be available at this term's subject leader meetings. The document can also be downloaded from EIS.

Making Good Progress series

[Making Good Progress in Key Stage 2 mathematics](#) DCSF-00948-2007

This leaflet summarises the findings of the DCSF's investigations and identifies some actions that can be taken to remove the barriers to progress. Teachers are encouraged to consider the findings of this work in the context of their own school and the children they teach to see if the suggested actions are relevant to their situation.

[Getting There - Able pupils who lose momentum in English and Mathematics in Key Stage 2](#) DCSF-00935-2007

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. The report also includes practical recommendations for schools and teachers on how to improve performance.

They can be downloaded or ordered from www.teachernet.gov.uk/publications

The Williams Review

There is currently a review of primary school and early years mathematics being undertaken, commissioned by the DCSF and led by Sir Peter Williams, the Chancellor of Leicester University. The review will produce an interim report in March 2008 and a final report in June 2008 considering and making recommendations in the following areas:

1. What is the most effective pedagogy of maths teaching in primary schools and early years settings.
2. What range of provision best supports children across the full ability range, including the most gifted.
3. The development of an early (age 5 to 7) intervention programme for children who are failing to master the basics of numeracy – “Every Child Counts”.
4. What conceptual and subject knowledge of mathematics should be expected of primary school teachers and early years practitioners, and how should initial teaching training and continuing professional development be improved to secure that knowledge.
5. What is the most effective design and sequencing of the mathematics curriculum.
6. How should parents and families best be helped to support young children's mathematical development.

Teachers are encouraged to make their views known. For further information and to make any comments to the review team please see the website <http://www.standards.dcsf.gov.uk/primary/mathematicsreview>.

Looking Ahead

HEADTEACHER BRIEFINGS

17th, 18th, 19th March 2008

LEADING IMPROVEMENT USING THE PRIMARY FRAMEWORK

- Leading Improvement – an overview of Professional Development
- Leading on Learning – making best use of Assessment for Learning. An introduction to the new assessment materials developed by QCA, NAA and PNS

SUBJECT LEADER MEETINGS

Ten sessions during April / May, from which you will choose one to attend with your literacy colleague.

ASSESSING PUPIL PROGRESS USING THE PRIMARY FRAMEWORK

These meetings will provide an introduction for all schools to the new assessment materials developed by QCA, NAA and PNS. They are JOINT meetings for Literacy and Maths Subject Leaders to attend together.

(Schools participating in the MGP pilot should NOT attend this training day.)

- An introduction to the Primary Framework assessment materials
- Guidance for Subject Leaders on supporting colleagues with assessment for learning

Details for both of the above can be found on EIS.

There will be a further half day of training for Subject Leaders in June 2008, to continue the support programme for APP.

Schools involved in the MGP pilot will receive funding for supply cover from the Primary Strategy during the summer term to continue their work on moderation and use of standards files. Details will be sent by letter to each school.

Yours sincerely,

Christine Tarpey,
Primary Strategy Manager

Ann Fox
Primary Strategy Manager

If you have any queries concerning any aspects of this newsletter or wish to get advice from the numeracy team, you can contact them at numeracy@leics.gov.uk or via Jacqui O'Connor or Sonia Hutchinson (0116 3056411).

Leading Maths Teachers Support for NQTs

Primary Strategy in Leicestershire

Are you a newly qualified teacher?
Would you like to be linked to an experienced
teacher to support you with the teaching of
mathematics.

We can link you to a Leading Maths Teacher who
you can contact to arrange a programme of support.
This could be a one off meeting to discuss
resources / ideas etc or a demonstration lesson with
a particular theme.

The agenda and venue for visits can be negotiated
but could include:

- teacher assessment
- teaching specific aspects of the maths curriculum
- planning
- the use of models and images / ICT to support learning
- other areas of support identified by yourself.

Cost

There is no cost for the work of a Leading Maths
Teacher but any supply costs will have to be
covered by your school.

How to apply

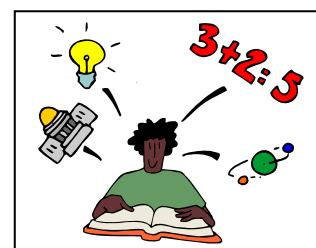
Complete and return the attached form. You will
then be given the contact details of a Leading Maths
Teacher who you can phone to arrange a
programme of support.

Please return the attached form by 03/03/08 to:

jaoconnor@leics.gov.uk
Jacqui O'Connor
Room G30
Advice and Inspection Unit
County Hall
Glenfield, Leicester, LE3 8RF



Support for NQTs



LEADING MATHS TEACHER SUPPORT FOR NEWLY QUALIFIED TEACHERS

I would like to apply for the support of a Leading Maths Teacher.

Name of teacher _____ Year group _____

Name of School _____

DCSF Number _____

Telephone Number _____

Email address _____

Please state what you hope to gain by working alongside a Leading Maths Teacher.

Please return this form to:

Jacqui O'Connor
jaoconnor@leics.gov.uk
Room G30
Advice and Inspection Unit
County Hall
Glenfield, Leicester, LE3 8RF

Leading Maths Teachers Support for Subject Leaders

Would you welcome further support for you and your school in planning using the Primary Framework?

We can offer support to groups of between 3 – 5 Subject Leaders to meet together with a Leading Teacher.

This could be arranged as a half day session or a twilight session local to your school or the Lead Teacher's School.

We envisage that these sessions could help answer your questions and share good practice in order to help you support your own teachers back in school.

In order to access this support YOU need to arrange a group of 2 – 4 colleagues from other schools and nominate a contact person for the group to liaise with the Lead Teacher.

On receiving your request we will put you in touch with a Lead Teacher in order for you to arrange a mutually convenient time and place for your group.

Cost

There is no cost for the work of a Leading Maths Teacher but any supply costs will have to be covered by the school.

How to apply

If you would like the support of a Lead Teacher please return the attached form. ONE PER GROUP. You will then be given the contact details of a Leading Maths Teacher who you can phone to arrange a meeting.

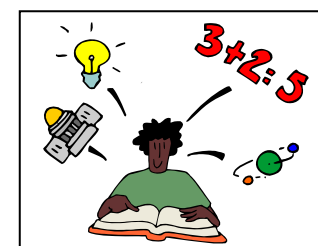
Please return the attached form by 03/03/08 to:

Jacqui O'Connor
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Room G30
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County Hall
Glenfield, Leicester, LE3 8RF



Primary Strategy in Leicestershire

Planning from the
Primary Framework



LEADING MATHS TEACHER PLANNING USING THE PRIMARY FRAMEWORK

We would like to apply for the support of a Leading Maths Teacher.

Name of contact for the group

Name of Contact's School

DfES Number

Telephone Number

Email address

Other Subject Leaders in the group (names & schools):

Please return this form to:

Jacqui O'Connor

jaoconnor@leics.gov.uk

Room G30

Advice and Inspection Unit

County Hall

Glenfield, Leicester, LE3 8RF

Leading Maths Teachers Mentor for new Maths Subject Leaders

Have you recently taken up this responsibility?

Would you like to be linked to an experienced Mathematics Subject Leader during your first year with this responsibility?

If you are a new maths Subject Leader you might want a Leading Maths Teacher to act as a mentor during your first year. You might just want someone at the end of a phone or if you prefer you can arrange to meet a Leading Maths Teacher on a one off or a more regular basis.

The agenda and venue for visits can be negotiated but could include:

- determining strengths and addressing weaknesses in mathematics across your school;
- action planning;
- planning INSET for colleagues;
- reviewing the calculation policy;
- monitoring the quality of maths provision in the school;
- other areas of support identified by yourself.

Cost

There is no cost for the work of a Leading Maths Teacher but supply will have to be covered by the school.

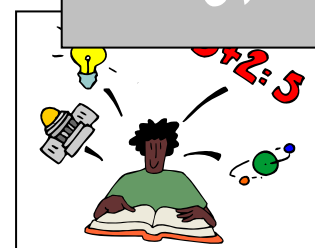
How to apply

If you would like the support of a mentor Subject Leader please return the attached form. You will then be given the contact details of a Leading Maths Teacher who you can phone to arrange a programme of support.

Please return the attached form by 03/03/08 to:
Jacqui O'Connor (jaoconnor@leics.gov.uk)
Room G30
Advice and Inspection Unit
County Hall
Glenfield, Leicester, LE3 8RF



Mentor co-ordinators



**LEADING MATHS TEACHER
MENTOR FOR NEW MATHS CO-ORDINATORS**

I would like to apply for the support of a Leading Maths Teacher.

Name of teacher _____

Name of School _____

DfES Number _____

Telephone Number _____

Email address _____

Please state what you hope to gain by working alongside a Leading Maths Teacher.

Please return this form to:

Please return the attached form by 03/03/08 to:
Jacqui O'Connor (jaoconnor@leics.gov.uk)
Room G30
Advice and Inspection Unit
County Hall
Glenfield, Leicester, LE3 8RF