

In what ways do you strengthen links in Mathematics?

Our Maths Specialist teacher (MaST) based in KS1 has done lots of work with colleagues around something called guided maths. A session that is similar to guided reading, it focuses on questioning and oral maths. It develops reasoning also.

When embarking on the project we decided that we would work with NQTs and TAs within our workplace to complete guided maths workshop type training that focused on strengthening links within it.

We have traditionally aimed to make links where possible in maths teaching but this is done on an ad hoc basis. Integrating it into the weekly guided maths sessions developed consistency across the school.

Why did you choose this area?

This area was chosen as we have already invested a great deal of CPD into the guided maths approach. It is now written within our maths policy as a session that happens every week. We have had very good feedback from staff on the effectiveness of the sessions and we felt children's understanding of maths linking would be best explored orally through these sessions.

What did your project involve?

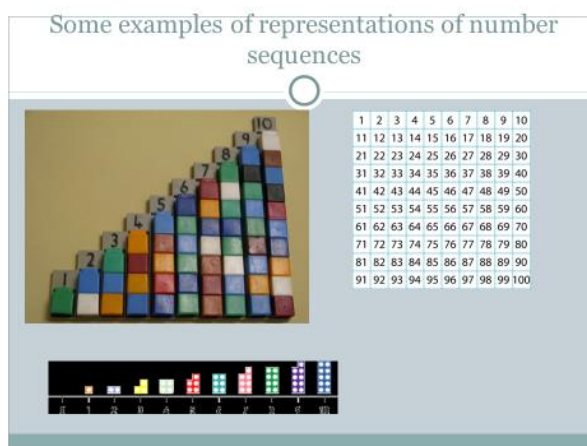
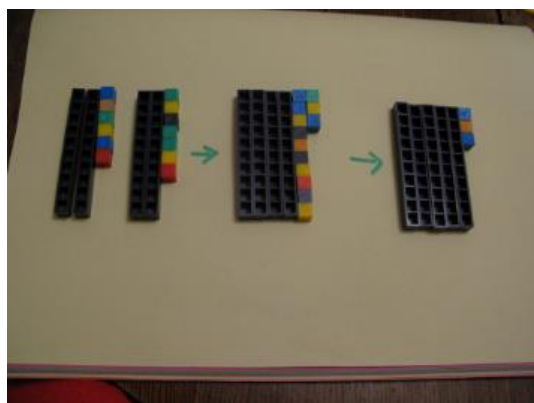
Myself and the MaSt teacher met to consider what we could provide. Having attended the 1st of the strengthening links sessions my mind was full of different ideas and as a result we have developed links in a number of ways across the school.

Our main focus was however on CPD. We decided that the Support staff would benefit from some training in guided maths and its usefulness in concentrating the links that exist within maths.

We then developed a training session for the TAs. This 2 hour session was delivered to 23 learning support staff.

We looked at the process of guided maths, the main features of it and then we spent a substantial amount of time focusing on resources we could use to do this. These included:

- Packaging from food was looked at, the TAs were asked to find the maths?
- A short session outside where the question was also asked.
- Developing questions that would encourage the children to explore a mathematical concept further



The training was very well received. We now have a plan to deliver a similar session to our NQTs in September. Teachers will also be experiencing an adapted version of the training as part of the September training days.

Other things that have changed as a result of the project are:

- Trial of working wall model seen in colleagues school across the year 4 team
- 'What I know' boxes at the start of topic
- Books factored into maths teaching that develop links

What did you find out throughout carrying out your project?

The project allowed us to develop our maths practise in terms of focusing on links. It is now more evident in the guided maths session that have been observed following the training session. Questioning has also developed. More open questions are now being used.

What differences did it make to your learners?

Learners are now experiencing sessions with TAs that have developed in confidence.

The support staff that attended the session have created resources and these are developing in number so all staff and children are benefitting.

Teachers within the year 4 and 2 year groups are also focused on delivering questions during the plenary that use the maths in different contexts. This is something we very much hope to develop moving forward.



What difference did it make to your school?

TAs are better trained and now aware of the importance of drawing links within maths.

The CPD offer due to commence in the autumn will further develop this

What did you learn yourself?

The project has provided me with invaluable time to develop this very important area of maths.

Having spent time with a variety of colleagues and shared good practise I have so many ideas I want to develop. It has also reinforced the importance of quality CPD