

Canterbury Award
July 2018

I am pleased to report that about £200 of the Canterbury Award money given by the DKG members to me for the class teacher I work with at Lowther School, has been spent. Year 3 children had very few concrete resources of their own for their Maths lessons. If needed, such resources had to be fetched and returned. This was particularly hard on the less able children and the situation is now remedied. *These resources are now more easily available so the children can quickly utilize the concrete equipment, see and make their own mathematical pictorial representations and through this, understand the abstract concepts more readily.* White Rose resources paid for by the government are used in the school, whereas Shanghai resources, where every child has their own special work book, is too expensive for the school so the class teacher is blending the two, *deepening the children's understanding through effective questioning, fluency, reasoning and problem solving.*

This year has been the first for the new Calculation Policy that has been introduced into the school in line with the new curriculum. The equipment helps to ensure a consistent progression to calculations. It is felt that, "The policy provides clear guidelines as to the steps to be carried out, how methods are to be recorded and the prior understanding that the pupils need in order to move on to the next step."

The next steps in the school encompass the Maths Lead teacher giving Bar Model training to teachers and support staff. The training encourages displaying and using the equipment to encourage talk about it and improve Maths vocabulary in the classroom. It also helps pupils to use equations to visualize Maths concepts and solve problems. Support staff in particular, should be better in effective questioning. Monitoring the use of resources and diagrams by staff throughout the school will continue. With this increased input, pupils should then be well able, and be seen, to continue to embed the links between learning through the concrete/pictorial approach and the abstract approach in an effective manner.

In the Year 3 class, 92% of children have met the expected standard of progress in Maths. Of the 8% two children, one boy and one girl both have support for Special Educational Needs and Disability and receive free school meals. One of these also benefits from an Education Health and Care Plan. 34% of children have made excellent progress in Maths and are working above national expectations.

The class teacher and I are very grateful for the Canterbury Award and thank the members most sincerely. Next year the remainder of the Award will be spent on more equipment and on holding Maths events.

Unity Harvey, Alpha Chapter