

The Winchester School (WIN) – JEBEL ALI
National Agenda Parameter (NAP) 2017-18
Department: Primary - MATHS

Area of Focus	Modification of Curriculum	Success/Impact Indicators	When?	Where?	Who?	Useful Links
<p>TIMSS: To embed inductive and intuitive reasoning skills empowering students to use logical systematic thinking to arrive at solutions to problems set in a novel or unfamiliar situations.</p> <p>To raise the percentage of students in the advanced International benchmark band.</p>	<p>SOW To integrate the TIMSS 2019 Mathematics Framework into the SOW.</p> <p>In the Content Domain: Number <ul style="list-style-type: none"> ✓ Place value extended to 6 digits ✓ Problems involving odd & numbers ✓ Simple equations ✓ Problem situations involving decimals with one or two places Measurement & Geometry <ul style="list-style-type: none"> ✓ Perimeter of polygons ✓ Volume filled with cubes ✓ Properties of shapes including rotational symmetry Data <ul style="list-style-type: none"> ✓ Read and interpret data from line graphs and pie charts Lessons: Starter/ Plenary - Convince me Why? Activities to provide mathematical arguments to support their strategy or solution. TIMSS style questions during the starter/plenary. Home learning: Survey style tasks(PBL)- Conduct a survey, collect information, draw inferences & present the data. Include TIMSS style questions –as task/online quiz Weekly routines</p>	<p>Most students confidently & consistently justify their findings using mathematical reasoning independently in a range of situations.</p> <p>Most can use different strategies and confidently solve complex/2 step word problems.</p> <p>Most students can interpret the data and use different approaches to present the data.</p> <p>Skilful questioning deepens thinking skills and supports understanding of all students.</p> <p>Most students display skills to critically think, solve, analyse & explain problems in lessons</p>	<p>Termly</p> <p>Ongoing</p> <p>Term 3 ongoing</p> <p>Ongoing</p>	<p>Outcomes based Formative assessment</p> <p>Home learning</p> <p>Sun- MCQ</p>	<p>HOD,SID & all teachers</p> <p>Maths Planners</p> <p>HOD,SID & all teachers</p>	<p>TIMSS style questions https://www.nfer.ac.uk/TIMSS/sample-questions.cfm</p> <p>TIMSS Mathematics framework http://timssandpirils.bc.edu/timss2019/frameworks/download-center/#</p> <p>Survey style tasks(PBL)- https://www.mathsisfun.com/data/survey-conducting.html</p>

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<p>To bridge the 40 points gap identified and ensure similar performance of boys and girls.</p> <p>PTM: To effectively analyse and use PTM data to identify strengths and gaps to inform planning</p>	<p>Maths Challenge Question MCQ- (Every Sun) - Word problem- simple & complex. TIMSS style questions.</p> <p>Events: To encourage students to enter Mathematical Competitions e.g. STEAM Olympiad, KENKEN, Maths quiz, WIN SPARKS</p> <p>PBL/Game based Learning /Inquiry based Learning in lessons and theme days/weeks.</p> <p>Early intervention, close monitoring & follow up of girls performance. Personalised strategies in place to engage and extend opportunities for girls largely. Lead & present in lessons & events – WIN sparks Maths Quiz KEN KEN Competition</p> <p>Year 2 GAPS identified- Specific strand of Focus from data analysis: <u>Curriculum Content: Statistics</u> Comparing & contrasting statistical information</p> <p>Specific area of Focus from Question wise analysis: Number- Mathematical reasoning. Fill in the missing corner number which is 10 more than 80.</p> <p>Process Category: Problem Solving</p>	<p>Girls are confident in presenting their findings using mathematical reasoning independently in a range of situations during both lessons & events.</p> <p>Most students perform according to their potential in both internal and external assessments.</p> <p>Most students can interpret the data and use different approaches to present the data.</p> <p>Most students confidently & consistently justify their findings</p>	<p>Ongoing</p> <p>June – PTM analysis</p>		<p>HOD,SID & all teachers</p> <p>HOD,SID & all teachers</p>	<p>PBL/Game based Learning /Inquiry based Learning http://pblu.org/projects/the-tower-garden-challenge</p> <p>Problem Solving- Stage 1 https://nrich.maths.org/13251</p> <p>Maths Vocab building game-</p>
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	<ul style="list-style-type: none"> ✓ Scheduled 2 weeks Revision lessons. ✓ SOW reviewed & extended period of 2 weeks for measures. ✓ Revisit & reinforcement of these concepts in every term ✓ More real life based tasks-In lessons & home learning <p>Year 3 GAPS identified-</p> <p>Specific strand of Focus from data analysis: <u>Curriculum Content:</u> Measurement Money-Calculate change E.g. How much more money Aaron has?</p> <p>Specific area of Focus from Question wise analysis: Number – Fractions E.g. A cake is divided into sixths. How many pieces are there?</p> <p>Process Category: Fluency in facts & Procedures</p> <ul style="list-style-type: none"> ✓ Scheduled 2 weeks Revision lessons. ✓ SOW reviewed & extended time frame. ✓ Revisit & reinforcement of these concepts in every term ✓ More real life based tasks-In lessons & home learning <p>Year 4 – GAPS identified-</p> <p>Specific strand of Focus from data analysis: <u>Curriculum Content:</u> Measurement</p>	<p>using mathematical reasoning independently in a range of situations.</p> <p>Most students perform according to their potential in both internal and external assessments.</p> <p>Most students confidently & consistently justify their findings using mathematical reasoning to solve money based problems.</p> <p>Most students perform according to their potential in both internal and external assessments.</p>	<p>June – PTM analysis</p> <p>June – PTM analysis</p> <p>June – PTM analysis</p>	<p>Baseline assements, FA1 and SA1 assessment</p>	<p>HOD, SID & teachers</p> <p>HOD,SID & all teachers</p> <p>HOD,SID & all teachers</p>	<p>http://www.math-play.com/1st-grade-vocabulary-game/1st-grade-vocabulary-game.html</p> <p>Maths Vocab building game- http://www.math-play.com/2nd-grade-vocabulary-game/2nd-grade-vocabulary-game.html</p> <p>Geometry: https://mathsframe.co.uk/en/resources/category/528/draw-2-D-shapes-and-make-3-D-shapes-using-modelling-materials-recognise-3-D-shapes-in-different-orientations-and-describe-them-with-increasing-accuracy</p> <p>Maths Vocab building game- http://www.math-play.com/3rd-grade-vocabulary-game/3rd-grade-vocabulary-game.html</p> <p>Problem Solving- Stage 2 Real life based tasks</p>
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	<p>Time- e.g. My watch says half past one in the afternoon. What would a digital clock say? Money- e.g. How many 20 pieces does Mr.Smith get in exchange of a £ 5 note?</p> <p>Specific area of Focus from Question wise analysis: Number- How many more invitations can she make with the left over stickers?</p> <p>Process Category: Fluency in facts & Procedures</p> <ul style="list-style-type: none"> ✓ Scheduled 2 weeks Revision lessons. ✓ SOW reviewed & extended time frame. ✓ Revisit & reinforcement of these concepts in every term ✓ More real life based tasks-In lessons & home learning <p>Year 5 – GAPS identified-</p> <p>Specific strand of Focus from data analysis: <u>Curriculum Content:Measurement</u> Time e.g. A TV programme starts at ¼ past 4 ends at ¼ past 6. How long did it last? Money- Calculate change involving decimals.</p> <p>Specific area of Focus from Question wise analysis:Measurement Money e.g. Bob spends £ 3.60.He pays with a £ 5 note. How much change will he get?</p> <p><u>Process Category:</u></p>	<p>Most students confidently & consistently justify their findings using mathematical reasoning to solve money and time based problems.</p> <p>Most students perform according to their potential in both internal and external assessments.</p> <p>Most students confidently & consistently justify their findings using mathematical reasoning to solve money and time based problems.</p>	<p>June – PTM analysis</p> <p>ongoing</p>	<p>Baseline assessments, FA1 and SA1 assessment</p>	<p>HOD,SID & all teachers</p> <p>HOD,SID & all teachers</p>	<p>https://nrich.maths.org/primary-upper</p> <p>Maths Vocab building game- http://www.math-play.com/4th-grade-vocabulary-game/4th-grade-vocabulary-game.html</p> <p>Maths Vocab building game- http://www.math-play.com/5th-grade-vocabulary-game/5th-grade-vocabulary-game.html</p>
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	<p>Fluency in facts & Procedures</p> <ul style="list-style-type: none"> ✓ Scheduled 2 weeks Revision lessons. ✓ SOW reviewed & extended time frame. ✓ Revisit & reinforcement of these concepts in every term ✓ More real life based tasks-In lessons & home learning <p>Year 6 – GAPS identified-</p> <p>Specific strand of Focus from data analysis: <u>Curriculum Content: Measurement</u> Time –Calculate time intervals & Money-Calculate change involving decimals. Ratio & Proportion: Scaling quantities up and down and finding the ratio for the given quantities.</p> <p>Specific area of Focus from Question wise analysis: Numbers- Applying their problem solving skills to solve money based problems involving decimals</p> <p>Process Category: Fluency in facts & Procedures</p> <ul style="list-style-type: none"> ✓ Scheduled 2 weeks Revision lessons. ✓ SOW reviewed & extended time frame. ✓ Revisit & reinforcement of these concepts in every term ✓ More real life based tasks-In lessons & home learning ✓ Critical questioning and thinking time 	<p>Most students perform according to their potential in both internal and external assessments.</p> <p>Most students confidently & consistently justify their findings using mathematical reasoning to solve time based problems.</p> <p>Most students confidently to solve scaling quantities up and down and finding the ratio for the given quantities based problems.</p> <p>Most students confidently & consistently justify their findings using mathematical reasoning to solve money based problems involving decimals.</p>				
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<p>CAT4: To analyse & continue to effectively use the CAT4 data to identify groups and provide early intervention.</p> <p>To personalise lessons plans using the student implications and plan next steps.</p> <p>Low Verbal Bias</p>	<p>Use the analysis to identify and provide appropriate challenge to support high achievers and G&T(ALP/TLP) Parent reps support Involving parents to support the and lower achievers.</p> <p>Provide appropriate challenge to support high achievers and G&T</p> <p>To use the quantitative, verbal, Non-verbal & spatial score to plan appropriate activities in line with the implications suggested.</p> <p>Year wise CAT4 results</p> <p>GAPS – Verbal Skills Use of Visual media such as videos, concept cartoons Think pair share, group discussions</p> <p>Reasoning skills Creating critical thinking questions using Bloom’s taxonomy, thinking time.</p>	<p>Large majority of students perform according to their potential in both internal and external assessments.</p> <p>Lower achievers will make increased progress, narrowing the gap in their attainment</p> <p>High achievers and G&T pupils will show accelerated progress at greater depth.</p> <p>Lower achievers will make increased progress, narrowing their GAPS in the assessments</p> <p>High achievers and G&T pupils will show accelerated progress and greater depth.</p> <p>Most students will be able to use and apply their knowledge and inquiry skills independently</p>				
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