Implementation Strategy

1. Identify the need (Sept 2018)
2. Seek out the expert (Oct 2018)
3. Train your early adopters (Jan 2019)
4. Launch training for all (Sept 2019)
5. Set milestones and reviews with small inputs of new learning (2019-2020)
6. Review of overall aim, review and evaluation

Maths – logic and reasoning
Sue Lowndes Maths consultant

Staff training schedule
KPIs agreed

Same 1 day training on each Junior School campus
3 teachers per Junior School
1 teacher per Senior School
3 Junior Maths leads
14 total

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The F1 indoor and outdoor environment offers continuous provision, the students interact with manipulatives on a daily basis.

Your area of focus/development that you have decided on.

To ensure that all students can explain their mathematical understanding using age-related mathematical language.

How are you working towards this?

Modelling using known manipulatives such as Numicon
Integrating mathematical understanding into daily authentic interactions
Adult interaction CPD

How have you got to this point?
Self-servicing learning environment
Teachable Moments (whole class/group/individual)
Year 1

**Working Well:**
One thing going well across your year group:
- Using the tens frames.
- Having partner work in every direct teaching session.
- Maths with continuous provision.

**Working Towards:**
- Your area of focus/development that you have decided on.
- Children speaking in full sentences, using correct mathematical language.

How are you working towards this?
- Modelling with the adults in the classroom.
- Praising and repeating answers given.

How have you got to this point?
- Ensuring that this is identified in the planning.
- Training children to work with an identified partner.
- Modelling provision activities.
Year 3

Working Well:

One thing going well across your year group:

- The use of drawings and bar models to demonstrate understanding.
- Use of White Rose materials.
- Starting each lesson with a question for students to explore.

How have you got to this point?
By making the most of the resources available. Team planning and teaching. Planning each unit initially together.

Working Towards:

Your area of focus/development that you have decided on.

- Fine tuning the questions we ask the children, enabling them to ‘go deeper’ and explore problems with higher ceilings.

- Children to independently use manipulatives.

How are you working towards this?

- Modeling it!
- Project with ML.
- All agreeing the questions beforehand in our unit overview.
Collaborative enquiry

Key question

What is the effectiveness of _____ on promoting student learning?

Agreed evidence base

What information will be collected to try to answer the key question?
By when?
By who?

Reflection

Collaborative discussion to decide what the collected evidence tells us about the question. So what?

Evidence collection

What deliberate choices will be now made as a result of our reflection?

Action