

School of Teacher Education

THE HOPE CHALLENGE PROGRAMME

CASE STUDY

2016/17

PROJECT TITLE:	Mathematics (Place Value)
SCHOOL:	St Andrew's C.E. Primary School
LEAD:	Miss Leonie Ullathorne
NUMBER OF TRAINEES INVOLVED:	2
YEAR / COHORT:	2
NUMBER OF PUPILS INVOLVED:	10
CLASS YEAR:	3

AIMS

Trainees

- To develop BA trainees (year 2) skills in intervention planning, teaching and assessing with a focus place value in Mathematics (T4 and T6)
- To develop BA trainees (year 2) subject knowledge for teaching Mathematics (T3)
- To provide trainees with enhanced experience teaching place value.
- To develop BA trainees (year 2) ability to manage behaviour in a school in challenging circumstances (T7).

Pupils

- To improve outcomes for pupils, particularly in terms of progress in place value knowledge
- To build children's confidence in using the mathematical vocabulary.

Schools/LAs

- To promote a vibrant collaborative and coordinated way of working for key partners in school improvement across the North West Region
- To increase capacity for schools and LAs
- To lead to sustainable outcomes for schools
- To increase the number of talented graduates working in schools in socioeconomic challenging circumstances and those requiring improvement
- To publish research findings to inform future provision
- To develop a coordinated approach to research evidenced best practice.

IMPACT/OUTCOMES

Before the project, trainees were asked to complete a questionnaire to gauge their confidence to teach and assess in Mathematics. After the project they completed a second questionnaire to show the impact. Prior to the project trainees reported lack of confidence in planning and assessment in both subjects, although they were confident in Mathematics as a subject. After the project both trainees either agreed or strongly agreed that they were confident in these aspects.

They also felt that working with children who needed extra support was very useful and that they were able to develop ideas for lesson content and assessment.

Before the project began, all children were tested on the place value knowledge by their class teacher and none of the ten children received age related expectations (ARE) on the baseline test. All children involved in the project improved their raw scores, between the baseline and end of project test. Overall, 9/10 children achieved ARE once tested by their class teacher at the end of the project. The Headteacher commented that the one child, who did not receive ARE, made progress within the band but not enough to say that they are working securely within the next stage. The confidence of the children involved in this project is to be celebrated. Those children who did not enjoy mathematics began to love the subject and comments made by the children, clearly show a shift in their attitudes. 100% of the children now love mathematics.

These outcomes were also reiterated by the class teacher who commented, 'I can see an improvement in the children's approach to mathematics; they have also improved overall in mathematics and now use resources to support them in answering questions.'

DISSEMINATION (INCLUDING RESEARCH)

A journal article will be written and either submitted to national mathematics association journals or in-house publications. It is also intended that the results from the Hope challenge place value project will be shared with trainees through the Mathematics core lectures and workshops as part of the ESA strand of the BA (QTS) course.

SUSTAINABILITY/NEXT STEPS

The place value aspects of the project will be developed further by the class teacher, in order to drive progress and motivation within the identified school. The school are aiming to continue using the pedagogical approaches modelled in the project to improve place value across the key stage one cohorts so that children have a good grasp of place value concepts before they get to year 3.