

Closing the gap project to convert more children levelled at Emerging in EYFS to Expected by end of KS1

Background to the "Closing the gap" project

- National data showed that at MIS we were below average in our conversion of not GLD children in Maths to expected by end of KS1
- Action group was formed to dissect data, look at teaching, planning etc further to determine reasons why and this resulted in Year One focus
- In 2017 only 1 child out of 13 converted from emerging to expected at end of Year 1 (8%)

Reading and Research

Stevenson, H. & Stigler, J. (1992). *The Learning Gap*. New York: Summit Books.

Stigler, J. & Heibert J. (1999) *The Teaching Gap*. New York: Simon & Schuster

<https://afaeducation.org/news/fea-report-launched-closing-the-attainment-gap-in-maths/> Dr Catherine Knowles

Key Actions and Activities

- Focus group to discuss strategies, identify weaknesses/strengths, set goals/plans
- Action Plan written and implemented
- Staff training and development sessions including Teachers and Learning Support Assistants by Tim Coulson (Maths Consultant)
- Triangulation monitoring every half-term (data, observation, scrutiny)
- Identification of emerging children and the gaps in learning
- Reviewed and purchased resources
- 2 tiered intervention approach-same day and Year group
- Mastery approach to teaching and learning
- Abolished teaching in ability sets

Impact of project

- 5 out of 12 children converted from emerging to expected at end of Year 1 (42%) a significant increase
- An increase in subject knowledge and confidence to teach all aspects of Maths across all staff
- Specialist Maths LSA employed to work with Year 2 children from Sep 2018 to help convert more children to expected by end of KS1
- Whole school adoption of Mastery approach to teaching and Learning in Maths
- School now has fabulous resources – enough to meet a large school's needs!