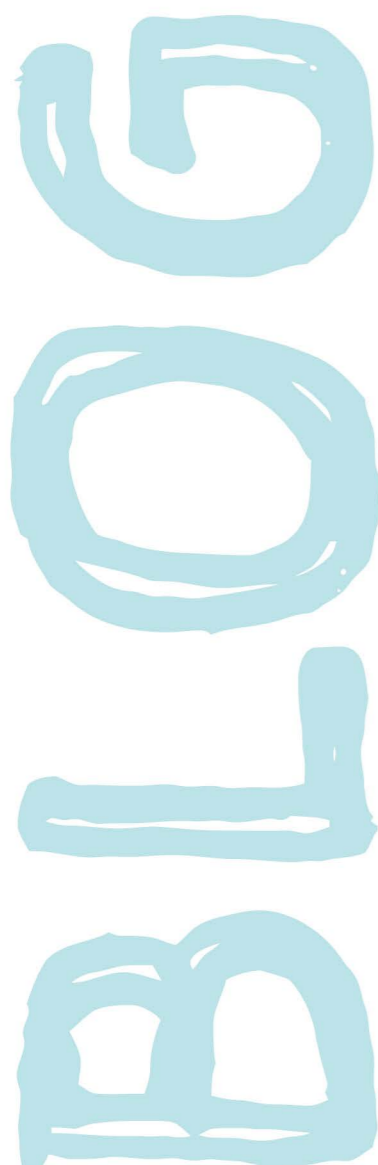


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"I KIND OF LIKE MATHS BECAUSE SOMETIMES IT IS FUN." It was these type of statements from our youngest learners which made us question our maths ethos at East Fulton Primary School. There was still a mindset within some of our children that they were either a maths person or not. And so we decided to change things.



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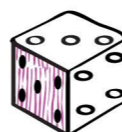
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The buzz of SEAL in the younger stages led to upper school teachers recognising that many of the teaching strategies would be useful for children working at First/Second Level. We decided to use our PEF money to target children within SIMD deciles 1-3, who needed support in numeracy. While we provided targeted support for children with SEAL based input, this fed back in to the classroom with these children becoming Young Leaders with their peers and teacher. The impact of this is detailed in the 'Spotlight on Success' document published by Renfrewshire Council.

Our focus however, was not just on cognitive ability. We wanted to build capacity, increase engagement, improve confidence, change attitudes and promote a positive mindset towards numeracy. We set about creating a number rich environment. In consultation with the children we began to create number lines and interactive displays around the school.



We also refreshed our daily mile to become a 'Maths Mile' with 5 stations of chilli challenge problems to complete. This was such a success that we invited parents and families along to join their child on the maths mile every month.

We also fostered a wide variety of vertical learning opportunities for our pupils and invested in outdoor maths resources for playtime and lunchtime. We also organised intergenerational maths events, held maths pizza evenings with families, fostered weekly links with our local ASN school to work on numeracy together and fully integrated our maths into our STEM programme.

The impact of this practice is seen in both measureable and anecdotal evidence. Assessment results show many children across stages making higher than expected progress and the percentage of children over the last 3 years who have achieved Early/First/Second level at P1, P4, P7 has increased.

Across the school, we see children more engaged in their numeracy work. They work longer on problems, they persevere, they ask questions and encourage each other. The profile of numeracy and mathematics has been raised significantly through team work, enthusiasm and a love of maths which has permeated our school.

Lauren McChlery,
Principal Teacher

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