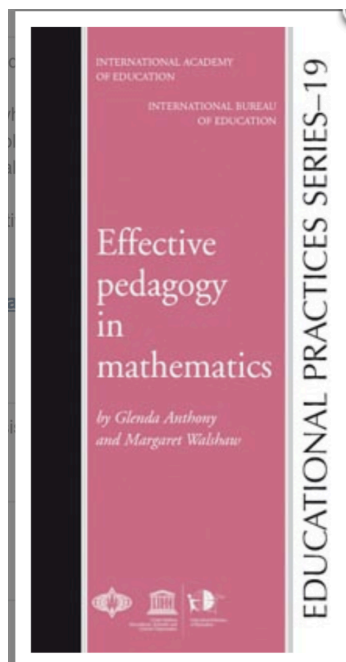
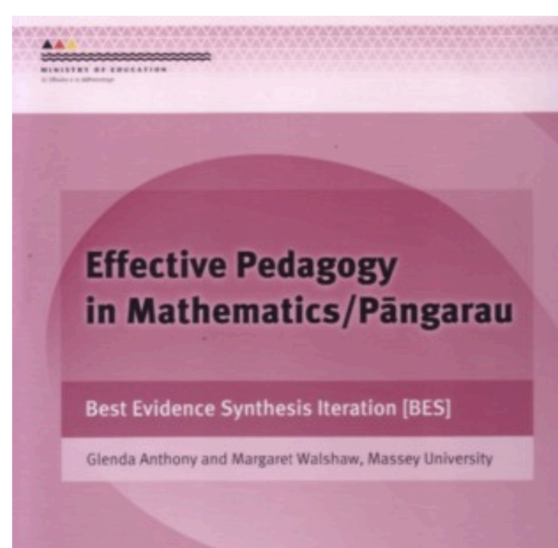
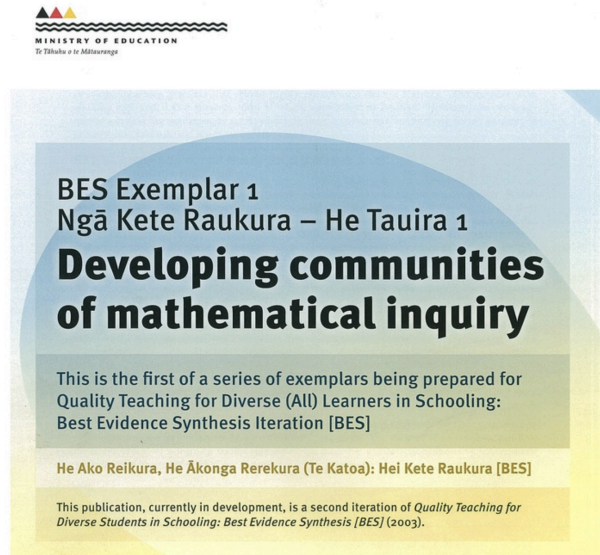


Maths Curriculum Review 2020

The present curriculum statement for maths is our St Joseph's Curriculum. We were due to have a review this year. To aid us with this I had intended for the team to return to what research tells us is best practice in maths so I had sourced one copy for each staff member.



We do not have the professional development time we had expected to have so we dedicated two staff meetings to reviewing where we are at rather than the whole term which I had hoped we would be able to give.

First Discussion/review - our present curriculum statement

In the first staff meeting we spent time looking at and discussing our St Joseph's maths curriculum statement (all of our curriculum statement is a working document):

[St Joseph's Mathematics Curriculum](#).

Staff felt they were aligned with the curriculum statement. Some areas that were discussed were:

- Don't children need to know basic facts ie times tables, are we still teaching them?
Answer: yes we are still teaching them and yes we hope for all children to learn them. There are some learners though who have advanced mathematical understanding but have great difficulty with basic arithmetic (sometimes diagnosed as Dyscalculia). We should not hold learners back if they can advance in other areas. Aim at strengths based teaching without ignoring the weaknesses. Still try to learn the basic facts but also supply tools so that success can be had in other areas of maths which may be more advanced.
- Tools supplied in the junior school in 2019 - are these still being used consistently? Yes.
- Teachers also spoke about ways they have integrated maths into authentic learning contexts.

Research reading

Teachers went away with the readings supplied on synthesised research on best practice. They were to come back and present on one aspect that they will bring into their practice and adapt for our learners.

Second Discussion/review

Focused on each staff member presenting the slide they had made and their thoughts on the research. The research was affirming of our staff understanding of best practice.

FURTHER DISCUSSION

Further discussion enabled all teachers to make a clear distinction between same level grouping for teaching a particular strategy and multi-level groupings to work on open-ended problems and the appropriate sizes of groups. Instructional groups can be larger whereas multi-level are best with 4-5 members.

Discussion around the usefulness of open-ended problem-solving.

Some teachers particularly valued the opportunity for students to work alone. Future inquiry into this "on the ground" i.e. in our context, might give us more information on the value and scope of this.

CONCLUSIONS

The purpose of review enabled all teachers to engage with the developments we have made to date in mathematics. No radical new developments were made but there was a renewed commitment to the approach that we are already taking.

If we engaged future professional development or further self review and analysis in this area we would most likely be looking at open-ended problem solving, culturally responsive practice, and communities of mathematicians. We have already done a fair bit around this and had MoE provided PD around this in 2017-18 so we are not feeling an urgent need.