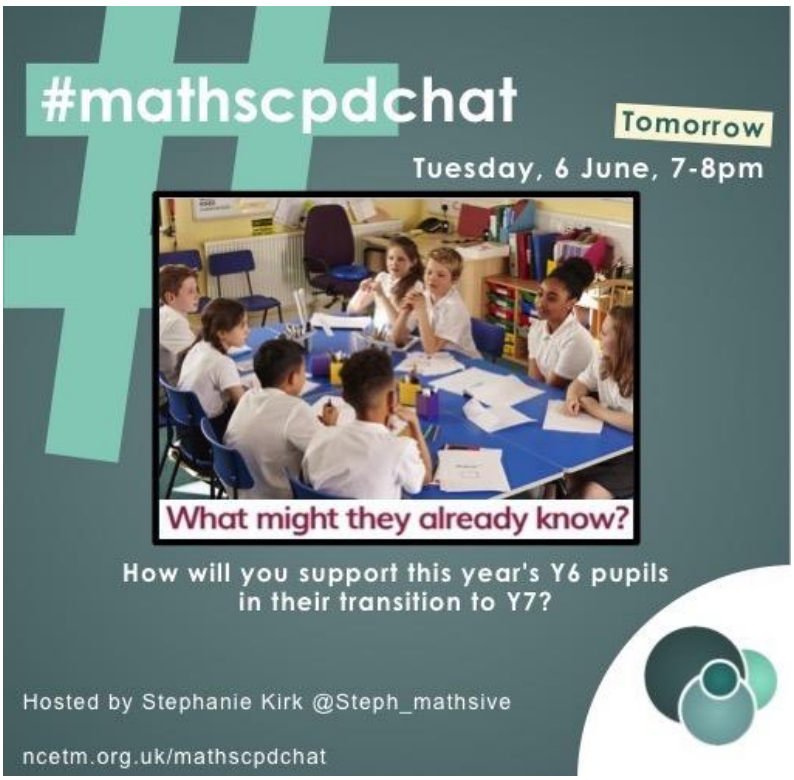
#mathscpdchat 6 June 2023

How will you support this year's Y6 pupils in their transition to Y7?

Hosted by Stephanie Kirk

This is a summary of the discussion – to see all the tweets, follow the hashtag ***#mathscpdchat*** *in Twitter*



The links shared during this discussion were:

Exemplification of ready-to-progress criteria which is a resource on the NCETM website. It consists of 79 PowerPoints, each one focusing on one of the ready-to-progress criteria in DfE 2020 maths guidance for KS1 and KS2. The PowerPoints include links to relevant resources and pupil-facing activities. A short video at the bottom of the page demonstrates how this resource may be used to review, practise and consolidate learning. It was shared by Stephanie Kirk

Checkpoints which are diagnostic maths activities on the NCETM website. These attractive materials are designed to help teachers develop their assessment of students' prior learning for KS3. It was shared by Stephanie Kirk and Gaynor Bahan

Year 6 Calculator Workshops which is a resource created by RobotMaths. From this page you can download freely some Word and Pdf files. The files are identified as 'checklist', 'handout', 'ideas' and 'running a workshop', to support you in running calculator workshops. It was shared by RobotMaths

Year 6 to 7 Transition which is another resource created by RobotMaths. This page contains links to many resources that may be helpful in supporting the transition of pupils from Y6 to Y7. It was shared by RobotMaths

Key Stage 2 SATs data for Secondaries which is a blog post by RobotMaths. It is a guide about downloading KS2 test data, both on the day results are released, and in the autumn when Question Level Analysis data is available. It was shared by RobotMaths

Calculator Crunch which is a programme of challenges from MEI. They provide a fun way to engage Year 6 pupils with maths whilst also developing their confidence with calculators in preparation for their learning in Key Stage 3. It was shared by Mary Pardoe

Transition to further study: Key Stage 2-3 which are resources from MEI to help Year 6 pupils during the transition to Year 7, and support both Year 6 and Year 7 teachers. The resources include recordings of webinars, notes, and more detailed information about, and materials for, 'Calculator Crunch'. It was shared by Mary Pardoe

DFTW podcast: Episode 3 - Managing the transition from KS2 to KS3 with Vicky Osborne which is an episode in the MEI 'Digging for the Why' podcast … the 'podcast for maths teachers of Years 5-8 looking at continuity and why we need to dig for the why in our lessons'. The podcast is hosted by Andy Lumley and Alison Hopper, and this particular episode features maths teacher Vicky Osborne. It was shared by Mary Pardoe

Math is Figure-out-able which is the website of Pam Harris. It includes a podcast, links to videos and workshops, and also some free material. It was shared by Joanne Green

An illustrated summary of the discussions in this #mathsCPDchat follows.

The host tweeted this welcome message, and reminder, a few minutes before the discussion began …

… and then opened the chat with a tweet which included a main question:

The host's tweet above was quote-retweeted three times. The longest thread generated by one of those three 'quote-retweets' was prompted when a teacher shared some of his resources, as shown next (in the 'quote-part-only' of the tweet):

Mary Pardoe @PardoeMary · 16h

... and don't forget these great MEI resources ... here:
mei.org.uk/teachers/prima..
#mathscpdchat

mei.org.uk
Transition to further study - MEI
Keeping Year 6 pupils motivated in their maths learning during the transition to Year 7 can be challenging, but we've...

Mary Pardoe @PardoeMary · 16h

Also this podcast episode featuring a previous great #mathscpdchat host ... here: mei.org.uk/episode-3-mana...

MEI Mathematics Education Innovation

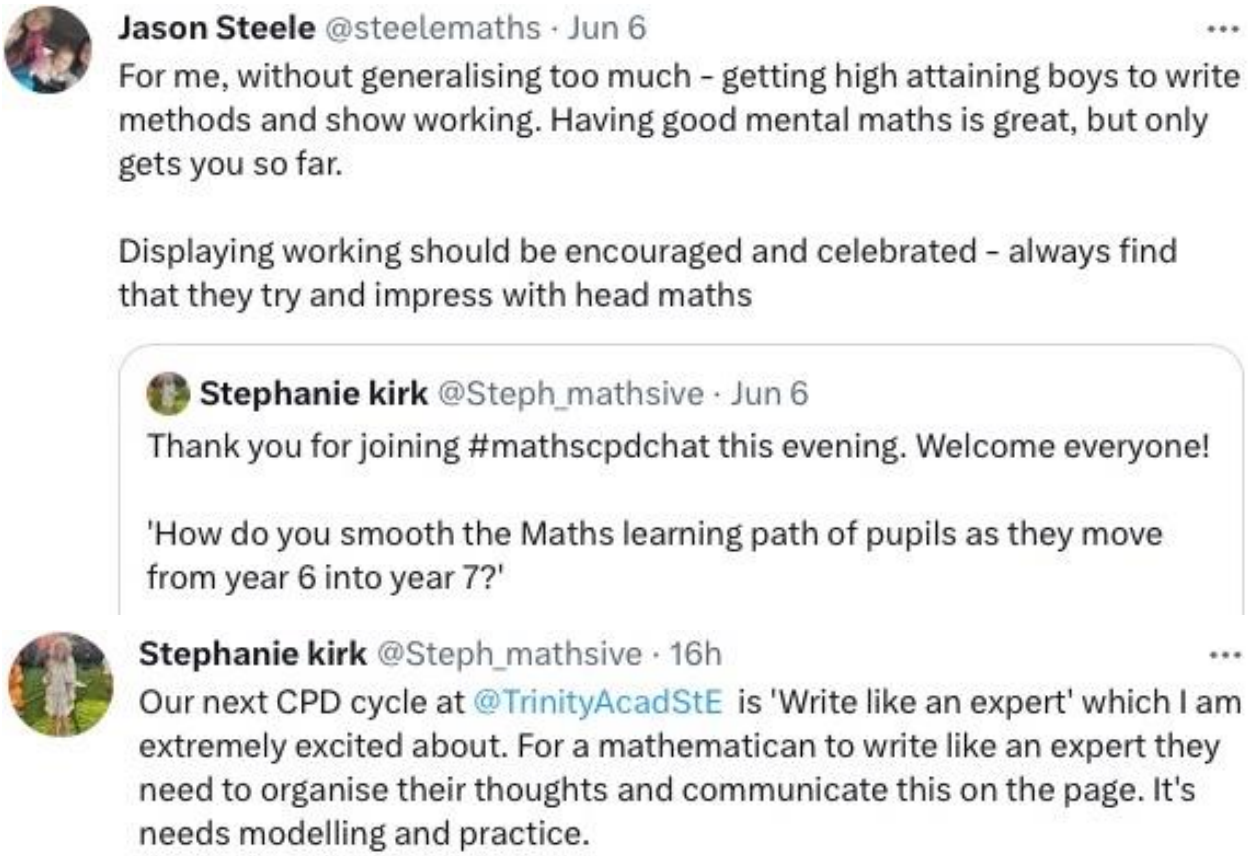
Episode 3 – Managing the transition from KS2 to KS3 with Vicky Osborne

Posted on 10th June 2022 in **Podcasts**

Hello and welcome to Digging for the why – the podcast for maths teachers of Years 5-8 looking at continuity and why we need to dig for the why in our lessons.

In this episode, Alison and Andy are joined by a special guest, Vicky Osborn (**@CheerVix**).
Again this episode was recorded in two parts:

Stephanie's opening tweet was also quote-retweeted by Jason Steele …



Jason Steele @steelemaths · Jun 6

For me, without generalising too much - getting high attaining boys to write methods and show working. Having good mental maths is great, but only gets you so far.

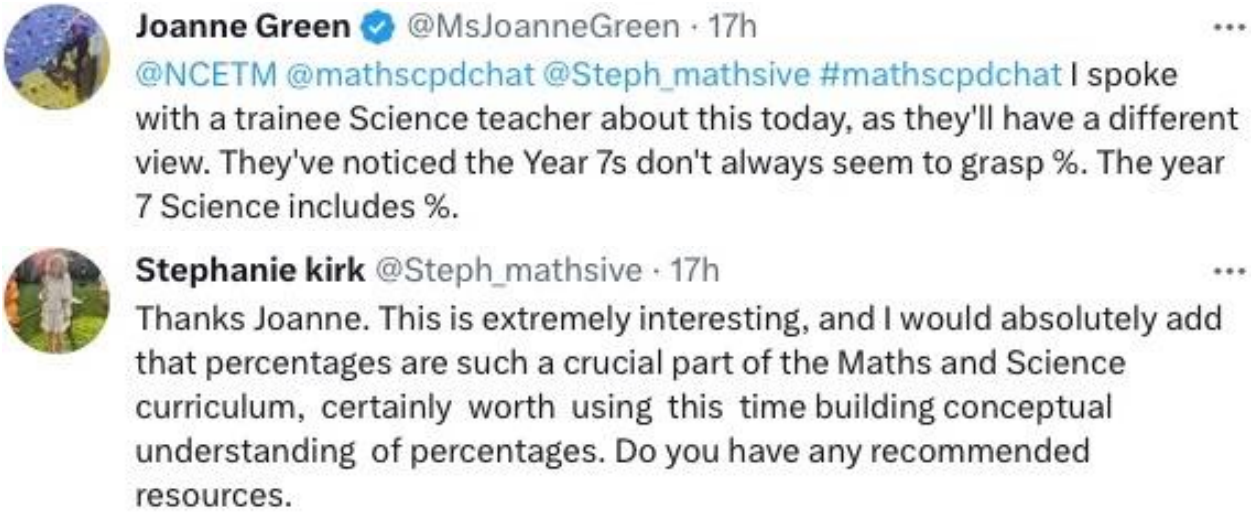
Displaying working should be encouraged and celebrated - always find that they try and impress with head maths

> **Stephanie kirk** @Steph_mathsive · Jun 6
> Thank you for joining #mathscpdchat this evening. Welcome everyone!
>
> 'How do you smooth the Maths learning path of pupils as they move from year 6 into year 7?'

Stephanie kirk @Steph_mathsive · 16h

Our next CPD cycle at @TrinityAcadStE is 'Write like an expert' which I am extremely excited about. For a mathematican to write like an expert they need to organise their thoughts and communicate this on the page. It's needs modelling and practice.

… and by another contributor, as shown next by the 'quote-part-only' of the tweet:



Joanne Green @MsJoanneGreen · 17h

@NCETM @mathscpdchat @Steph_mathsive #mathscpdchat I spoke with a trainee Science teacher about this today, as they'll have a different view. They've noticed the Year 7s don't always seem to grasp %. The year 7 Science includes %.

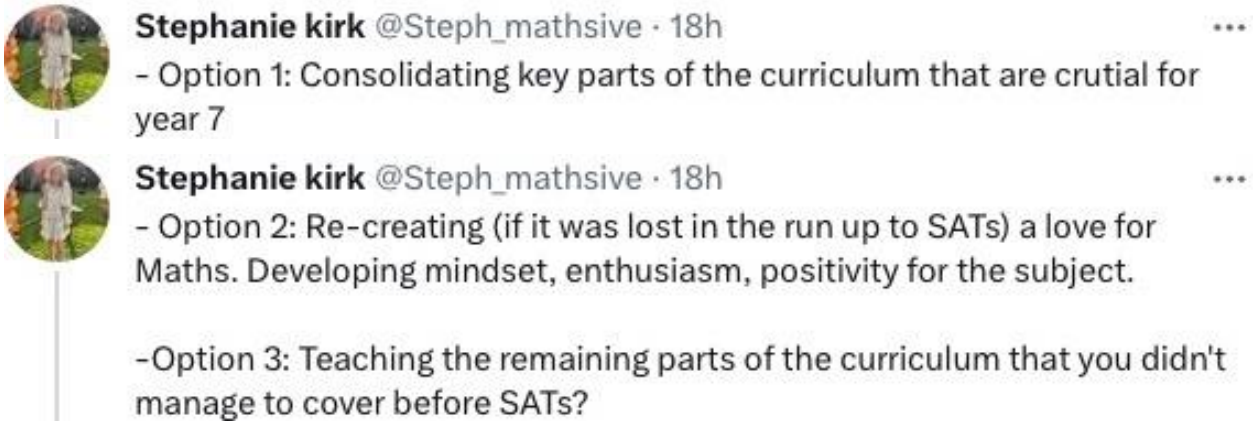
Stephanie kirk @Steph_mathsive · 17h

Thanks Joanne. This is extremely interesting, and I would absolutely add that percentages are such a crucial part of the Maths and Science curriculum, certainly worth using this time building conceptual understanding of percentages. Do you have any recommended resources.

The host followed her opening tweet with this question (and tweets presenting the options) …

Stephanie kirk @Steph_mathsive · 18h

Here is a question to get us started... #mathscpdchat
In order to make the most of the next 6/7 weeks with our lovely year 6 students, which of the following options do you think should take priority:



… which [Jason Steele] kindly re-presented in this poll …

… that then generated the following two conversations. 'Fundamentals' were discussed …

Stephanie kirk @Steph_mathsive · 20h

Me too Jason. I would have to agree I'm also torn between 1 and 2.
If we went with option 1, what topics would take priority for you.

#mathscpdchat

A Prescott @MrAPrescott · 20h

I agree with Jason that the fundamentals are key, for me the top three priorities would be place value, FDP and if possible proportional reasoning.

Jason Steele @steelemaths · 19h

These are certainly a place to start. It sounds a basic, but family of four is powerful and helps develop understanding early. Having students be able to do this. Timestables help reduce cognitive load of so much ks3 maths

A Prescott @MrAPrescott · 19h

Yeah timetables are absolutely key, they permeate almost all areas of the curriculum despite the fact that 2/3 of GCSE is calculator.

… and some consequences of the Covid lockdowns were mentioned:

Joanne Green @MsJoanneGreen · 20h

@Steph_mathive @NCETM @Mathcpdchat #mathscpdchat Option 3 ought to not exist! It's all supposed to be covered.
Option 2 as this will benefit all pupils.

Stephanie kirk @Steph_mathsive · 20h

Off the back of COVID, I think that some schools have struggled to cover everything, and have taken the approach of prioritisation. An unfortunate result post COVID. Hopefully this will start to recover I the next few years ☝

Have you used anything specfic to develop option 2?

Joanne Green @MsJoanneGreen · 20h

@Steph_mathsive @NCETM @mathscpdchat #mathscpdchat I've sent @pwharris to you and the @mel_science maths. I've steered clear of tutoring as they have 1-2-1, small groups, and clubs, so those 2 are different and something to look forward to. Otherwise @SparxMaths for online games

The host's followed her next main question …

Stephanie kirk @Steph_mathsive · 18h

Ok next question... 😊

If the majority of people are voting for option 1 or 2, if would be great to collate a list of topics we think are essential for success at year 7, with the aim of teaching these with a real DEPTH of understanding.
What would your top 3 areas be?

… with a resource suggestion:

Stephanie kirk @Steph_mathsive · 18h

A great place to start looking would be the DfE Ready to Progress Guidance, which states 12 criteria in year 6, that are essential learning ready for year 7. Has anyone used this in year 6? What are your thoughts?
ncetm.org.uk/classroom-reso..
@educationgovuk @NCETM

ncetm.org.uk
Exemplification of ready-to-progress criteria
79 PowerPoints, each one focusing on one of the ready-to-progress criteria in the new DfE maths ...

This report of current practice was the response of one teacher …

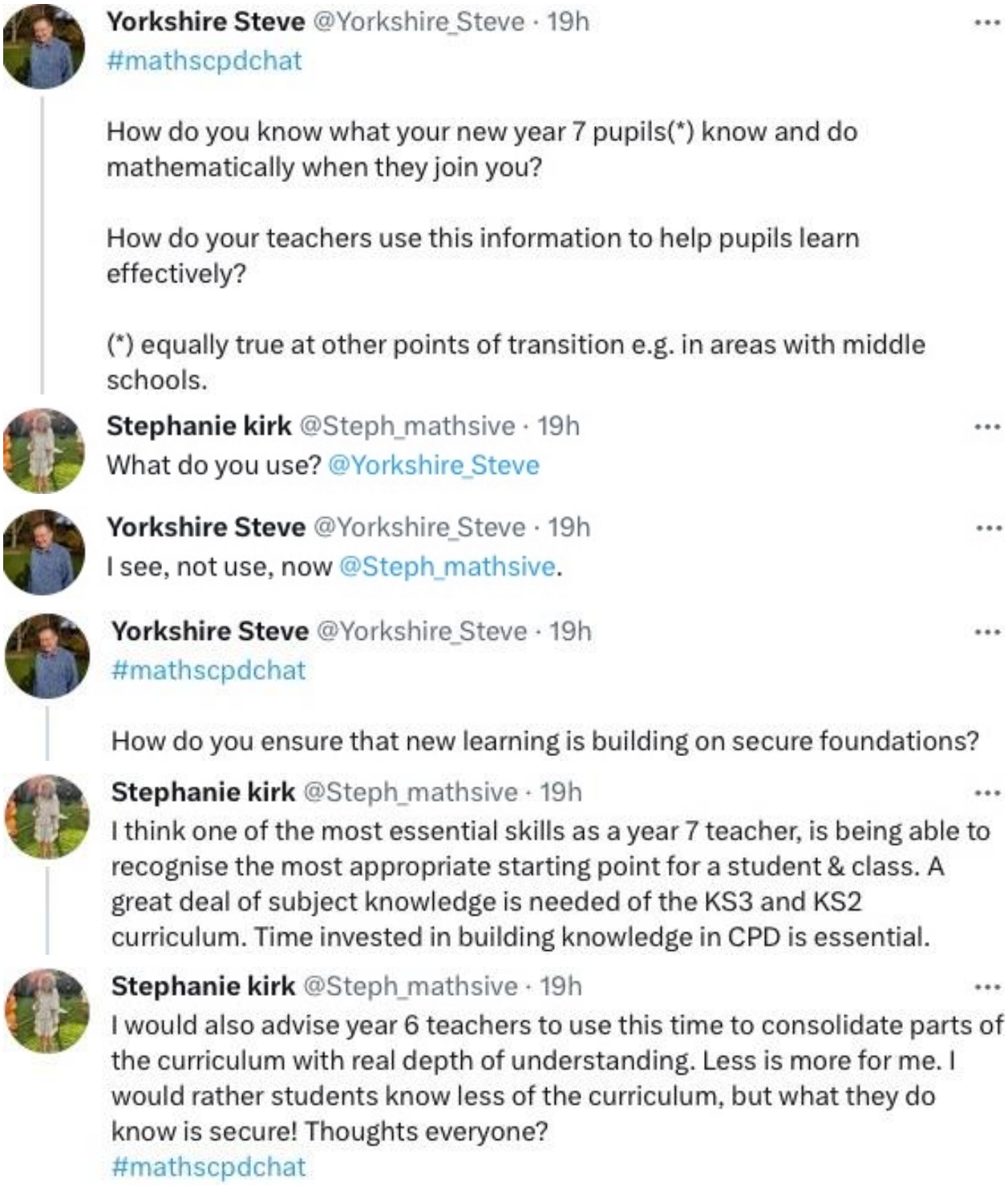
Emma Dimbleby @Mrs_DY6 · 18h

We are currently going back over some rushed areas of the curriculum before moving onto to more flexible projects. However, we use the starts of lessons to continue to go over key skills. You've reminded me to look at the RtP criteria though, thank you.

Stephanie kirk @Steph_mathsive · 18h

A 5 minute times table challenge, or key skills check at the start of every lesson is a fab idea!! Thank you.

… and Stephanie's question above, about knowledge and understanding that teachers believe pupils need to have acquired in order to progress successfully in Year 7, prompted the next contributor to ask some further questions:



One of Yorkshire Steve's questions (above) prompted Gaynor Bahan to share the link to another resource, and then the focus shifted onto the use of calculators by pupils in Year 6, which prompted Alison Hopper to provide reassurance in response to some concern that was expressed:

Gaynor Bahan FCCT @GaynorBahan · 20h

#mathscpdchat

@NCETM Checkpoints are brilliant for ensuring that new learning builds on secure foundations. The questions and format is engaging too: ncetm.org.uk/classroom-reso..

> **Yorkshire Steve** @Yorkshire_Steve · 20h
> Replying to @Yorkshire_Steve @Steph_mathsive and 2 others
> #mathscpdchat
>
> How do you ensure that new learning is building on secure foundations?

Gaynor Bahan FCCT @GaynorBahan · 20h

#mathscpdchat

I'm also reflecting on my time as a secondary teacher and remembering that I'd assumed Year 7 could use a calculator. So Calculator Crunch would be great for Year 6 to get stuck into now @AlisonHopperMEI

(A link to 'Calculator Crunch' challenges and materials is provided at the top of this summary.)

rhubarbcrumble @S69287383 · 12h

Year 6 teacher here. Sorry but please don't add anything else to our curriculum or expect them to remember anything else. Also, be mindful of cost- hoodies, residentials and leaving dos. You are adding the price of a calculator to that too. I agree it would be fun but....deep sigh

Gaynor Bahan FCCT @GaynorBahan · 7h

That's a good point. I'm also a Year 6 parent and it's costing me a fortune right now! Do primary schools tend to have a class set of calculators or is it not a standard thing?

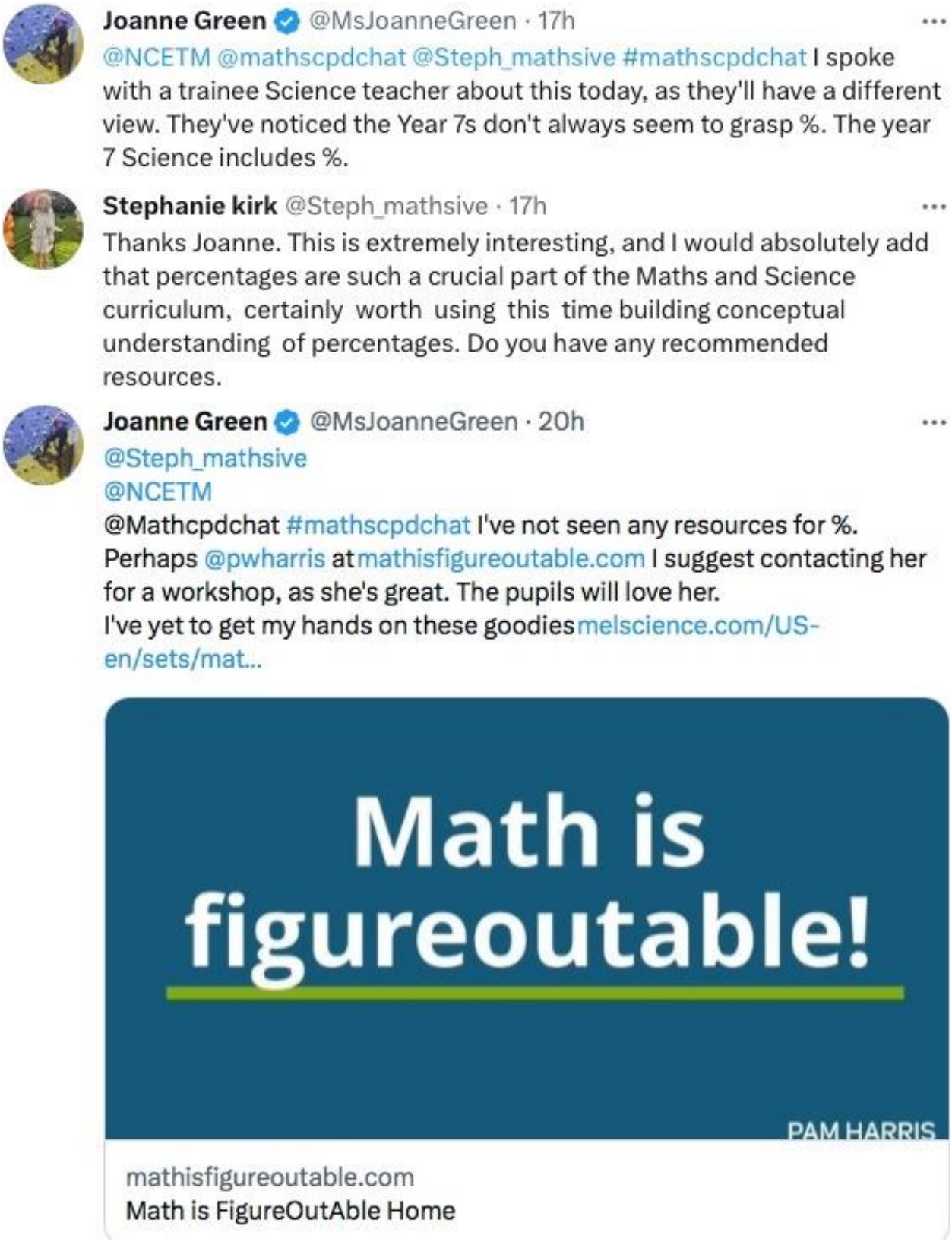
RobotMaths @robotmaths · 3h

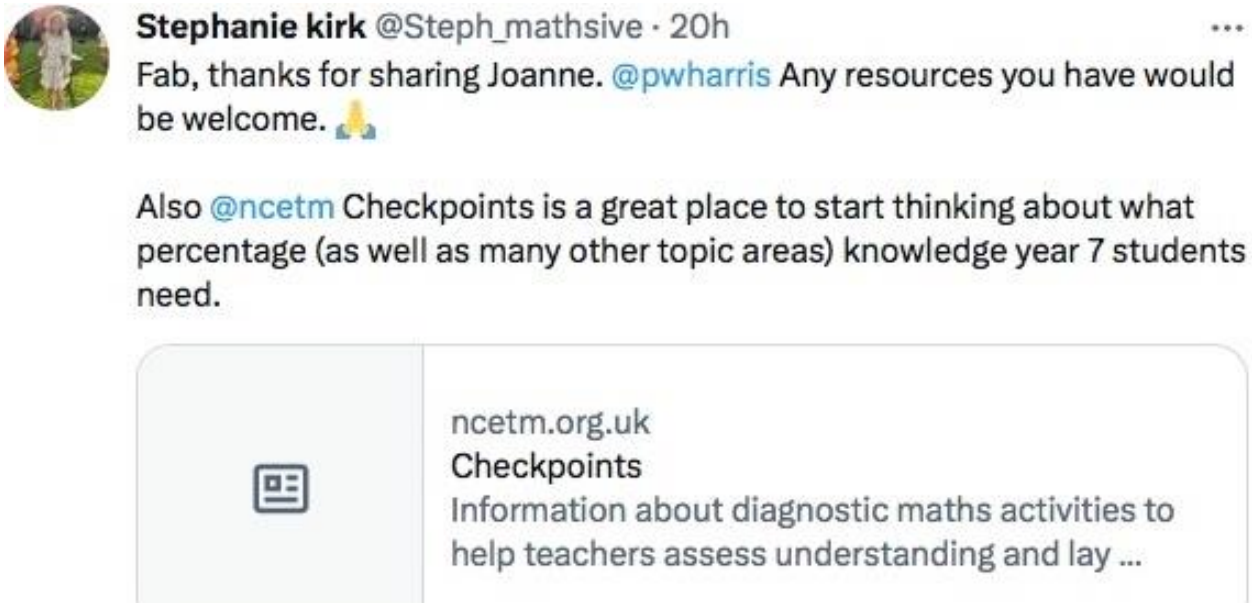
Primary schools don't have calculators since the Government got rid of the calculator work in the KS2 main and Level 6 SATs.
Any they do have will either be basic (ie useless for order of operations) or scientific (but without a decent fraction display).

Alison Hopper @AlisonHopperMEI · 4h

No expectation to buy calculators just encouraging schools to dust off the ones they already have.

A link to the website of **Pam Harris** was shared in a tweet that was not a 'reply' to another tweet in the chat. However, it is likely that the reference to this resource was intended to be a reply to the second of the next two tweets (which are also shown in response to one of the host's questions near the start of this summary):





The host closed this #mathsCPDchat with a message …

… a reply …

… and some final reflections:

Stephanie kirk @Steph_mathsive · 19h

Final reflections and take aways:

🌟 Choose a few key topics to priorise and teach them well with depth of understand so they are remembered

🌟 Try to re-create (if lost pre-SATs) a love for learning maths. Build growth mindset and enthusiasm

🌟Times table/keys facts recall