

### **Section 1 - Mathematical Mindsets**

- Negative mindset is one of the biggest challenges in the classroom. If you say that you cannot do Maths it sends the message to students that it is okay to be bad at Maths as well. Please remain positive about the subject.
- Talking to you child about Maths regularly.
- Try to install a culture that it is okay to be wrong and it is okay that it is hard. This is how students make progress.
- If you say you enjoy Maths then the student will start to; it is such a great feeling to finally understand something after a struggle.

### **Section 2 – Resources and tips**

- When helping with homework don't just give the answers, this is a waste of time. Ask them to explain what they are doing and why they are doing it.
- So ask why/how questions or questions to gain a deeper understanding of a concept.
- If you can't do the Maths yourself that is okay, you can then model how to learn something. How can we expect our students to learn things if they haven't been taught how to learn.
- There are lots of websites, youtube has good videos. We subscribe to <https://vle.mathswatch.co.uk>. This has videos and worksheets. Every student has a login for this. It is their four digit student number, followed by their initials in capitals and their 6 digit date of birth.
- Lots of students lack the basics to do the harder Maths, lots of practise of times tables and number bonds is always useful. You can do this anywhere.
- Get students into the habit of showing their working, this will help them with the harder questions later on. Even copying the question out is a good habit.

### **Section 3 – KS3 at King Edward's**

- We have a Mastery Scheme of Work with a focus on a deeper understanding rather than rushing through the curriculum.
- The lessons have a focus on literacy as well.
- There is multiple representation of the same problem.
- It should build a solid base of understanding.
- There is an emphasis on problem solving.
- Questions link to previous topics, so they are always subtly reviewing what they have already learnt.
- There are six assessments, three are formal tests and three are open ended tasks.
- At the moment we have semi-mixed attainment groups.