

Good practice: Raising attainment in mathematics.

Scrutiny of data confirmed staff concerns that early gains in mathematics were not being maintained by children as they progressed through the school. All children from P4 to P7 were screened using standardised and diagnostic assessments. The data from this summative assessment was correlated with national assessment information. This information was recorded in a spreadsheet and became the focus of discussions. Teaching groups throughout the school were restructured and planning meetings ensure tasks and activities meet all learners' needs and address the weaknesses identified.

Adaptations to the structure, methodology and resources used in lessons took place. Staff now use a range of effective learning and teaching approaches including cooperative learning strategies to maximise children's motivation and skills as learners.

Through an effective balance of formative and summative assessment information attainment and achievement in regularly tracked and monitored. Planning now focus on children's prior learning with any weaknesses constantly revisited and supported. Within a short period of time children are now making very good progress and demonstrating depth to their knowledge and understanding in mathematics. Children were involved in evaluating the changes and all responded positively and felt their learning and enjoyment of mathematics had significantly improved.

[Levenvale Primary School](#)