



Head Teacher: Mrs D Reynolds - BSc Hons QTS NPQH

Aim High

Never Give Up

Follow Your Dream

Lead By Example

Tuesday 10th March 2015

Dear Parents/Carers,

As previously corresponded, Assertive Mentoring and in particular the 'Big Maths' element of it has been an integral part of our Maths teaching and learning since January 2014.

The primary aim of Assertive Mentoring is to support children in attainment and achievement in Mathematics. In September 2014, we updated this programme to reflect the new requirements of the 2014 Curriculum and introduced targets to demonstrate what your child can do and what they need to do to progress onto the next stage.

After completing the second test this half term, all class teachers have reviewed the targets from test one. The Assertive mentoring colour coded system works in the following way and all targets have been assessed using these criteria:

- Green means that the child has met (and in some cases exceeded) their target in Mathematics.
- Yellow means that the child has in part met their target through teacher judgement and often in the weekly skills check and now needs to work towards meeting this target independently in a test situation.
- Red/Pink means that the child needs further support with meeting this particular target.

The children are aware of their targets and what they need to focus on to make progress. All children will also be holding discussions with their Big Maths group teachers and working alongside their group to support them on using their stage prompt sheets to further enhance their work towards these targets.

To support your child at home, each child will be bringing home a copy of their stage related prompt sheet which is number coded in relation to their target. For example if your child has a target s5/1 (Stage 5 target 1) on the prompt sheet in section 5/1 will be an example of the types of prompts and questions they need to achieve to complete this target. All children are aware of how to use their prompt sheets, so please ask your child how they use them in their groups.

Times tables are also fundamental to progress in maths and we have worked hard on raising the profile of children knowing their times tables and division facts. Children need to be able to say their tables in order without hesitation, in any order when questioned at the associated division facts. Please encourage your child to learn their times tables using this system.

If you have any questions, please speak to your child's class teacher in the first instance.

Thank you for your continued support.

Mr J Robertson
Maths Leader

Mrs D Reynolds
Head Teacher

