



Mathematics in the Primary School

A Sense of Progression

Second Edition

Edited by
Christine Hopmann, Sue Gifford
and Sandy Poppernell



Mathematics In The Primary School A Sense Of Progrebion

Roman Wölfel



Mathematics In The Primary School A Sense Of Progrebion:

Mathematics in the Primary School Sandy Pepperell,Christine Hopkins,Sue Gifford,Peter Tallant,2014-03-18 Now in its third edition Mathematics in the Primary School has been updated to reflect recent mathematics curriculum documentation and revised standards for QTS Key areas include The role of talk in learning maths Teacher questioning Development of children s reasoning Creative engagement with maths Assessment for learning and self assessment Suggested resources for teachers including ICT Providing a coherent set of principles for teaching primary mathematics across the main topics in the curriculum the authors explore children s understanding of key areas of mathematics at reception infant and junior levels Important principles and teaching approaches are identified including the use of calculators and computers and there is an emphasis on mental mathematics and problem solving supporting key issues raised by the Williams review 2008 Case studies are used throughout to illustrate how different teaching approaches are put into practice and how children respond to them and there is advice on planning organisation and assessment of mathematical learning in the classroom Emphasising the importance of teachers own mathematical knowledge and offering clear guidance and practical advice this book is essential reading for students NQTs and practising teachers with a focus on primary mathematics

Mathematics in the Primary School Christine Hopkins,Susan Gifford,Sandy Pepperell,1996

Mathematics in the Primary School Sandy Pepperell,2009 First published in 1996 **Teaching and Learning with ICT in the Primary School** Marilyn Leask,John Meadows,2000 Teaching and Learning with ICT in the Primary School introduces teachers to the range of ways in which ICT can be used to support and extend the teaching and learning opportunities in their classrooms Chapters cover areas such as literacy numeracy science and their relationship with ICT managing curriculum projects using ICT creating and using multimedia applications Ideas and activities for teachers to try are based on tried and tested methods from innovative schools around the UK and abroad Practising teachers and students will find this an invaluable guide on how to work together to extend their skills and knowledge in the area of ICT

Meeting the Standards in Primary Mathematics Tony Brown,2003-09-02 This book guides readers through the professional standards and requirements to reach Qualified Teacher Status explaining what trainees need to know The author discusses the best ways of developing mathematical knowledge and teaching skills and how to acquire the professional know how needed to complete the training successfully will help readers to understand the Standards related to mathematics teaching offer detailed guidance on the primary mathematics curriculum help readers prepare for the QTS skills test help readers to develop the pedagogical knowledge that you need for effective teaching of mathematics help readers prepare for school based training provide ideas suggestions and further reading to support during their training and their NQT year This practical guide to meeting the standards is invaluable for students on primary training courses lecturers and mentors supporting trainees in mathematics education programmes and newly qualified teachers **Issues in Teaching**

Numeracy in Primary Schools Ian Thompson, 2010-06-16 Issues in Teaching Numeracy in Primary Schools is a bestselling guide for all trainee and practising primary school teachers classroom assistants and mathematics specialist teachers It provides an accessible guide to a wide range of research evidence about teaching and learning mathematics Major changes in the primary mathematics curriculum in recent years such as those recommended in the National Numeracy Strategy the Primary National Strategy the Early Years Foundation Stage the Williams Rose and Alexander Reviews are reflected throughout the book The new edition comprises fourteen new chapters including a section devoted to post Williams issues and four popular chapters that have been retained and updated in light of the vast changes in the field Key topics include Using resources ICT AfL and problem solving approaches effectively Learning from errors and misconceptions Developing mental and written calculation The gifted and talented Transition from EYFS into Key Stage 1 Intervention and the Every Child Counts programme This popular book is essential reading for all trainee and practising primary school teachers classroom assistants and mathematics specialist teachers The chapters can be read in a standalone fashion and many are cross referenced to other parts of the book where specific ideas are dealt with in a different manner Contributors Mike Askew Patrick Barmby Meindert Beishuizen Margaret Brown Kev Delaney Nick Dowrick Sylvia Dunn Richard English Sue Gifford Tony Harries Steve Higgins Jeremy Hodgen Louise Matthews Frank Monaghan Mike Ollerton Julie Ryan Ian Thompson John Threlfall Julian Williams Jan Winter

Dyslexia, Dyspraxia and Mathematics Dorian Yeo, 2008-04-30 Written by a teacher with many years experience of teaching mathematics to primary school dyslexic and dyspraxic children with a wide range of abilities this book is designed to be a practical teaching guide It offers detailed guidance and specific teaching suggestions to all specialist teachers support teachers classroom teachers and parents who either directly teach mathematics to dyslexic and dyspraxic children or who support the mathematics teaching programmes of dyslexic or dyspraxic children Although the book has grown out of teaching experience it is also informed by widely acknowledged contemporary and international research which explores the cognitive aspects of learning mathematics and tries to understand why it is that some children fail to learn mathematics Many of the teaching principles described in the text have specific and quite far reaching implications The theoretical arguments should therefore also be of interest to special needs co ordinators heads of maths departments head teachers or other professionals who are responsible for designing or modifying the maths learning programmes of children with special learning and maths difficulties In more general terms the book hopes to contribute to the broad discussion of the cognitive features and educational needs of dyslexic and dyspraxic children

Mathematics Performance in Primary Schools Great Britain: Parliament: House of Commons: Committee of Public Accounts, 2009 In 2007 08 the National Strategy to improve performance in primary mathematics cost some 104 million to implement The Strategy aims to raise performance through extensive teaching and learning resources supported by professional development programmes for teachers In 2006 07 some 2 3 billion was spent on teaching mathematics in

primary schools out of a total expenditure of 10 billion on primary teaching and teaching support staff Yet improvements in the mathematics results of primary school pupils have levelled off since 2000 In 2008 79 per cent of pupils met the Government's expected standard at Key Stage 2 age 11 This means that over one in five children are starting secondary school without a secure foundation in mathematics There are persistent gaps in the mathematics performance of primary school pupils from different backgrounds and with different characteristics In contrast to other subjects boys are making more progress than girls The biggest attainment gap 18 percentage points is related to deprivation Performance varies across England and between local authorities with the percentage of pupils achieving the expected standard at KS2 ranging from 70 to 87 per cent The Primary National Strategy has contributed to improvements in primary mathematics teaching and learning but weaknesses persist in vital areas such as the use and application of mathematics to real life situations and the assessment of pupils progress The lack of depth in subject knowledge of many primary school teachers and the lack of take up of continuing professional development in mathematics are major concerns which the Department has only recently begun to address through a ten year programme to train 13 000 specialist teachers

Understanding Mathematics in the Lower Primary Years Derek Haylock, Anne D Cockburn, 1997-04-28 This is a substantially revised and expanded edition of the authors earlier book Understanding Early Years Mathematics It is written for teachers and student teachers working with children 4-8 It aims to provide them with a clearer understanding of the mathematical material they deal with in the classroom This revised edition includes new chapters on number patterns and calculations data handling and the characteristic ways of thinking mathematically that are at the heart of using and applying mathematics Each chapter includes a section of activities for use with children annotated suggestions for further reading and a summary of key ideas

Assessment in Geographical Education: An International Perspective Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education the chosen subject for this book Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers To be effective assessment needs to be valid reliable and fair Validity is about ensuring that we assess what we claim we are assessing Reliability is about measuring performance and understanding in a consistent way Without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning While there is a substantial literature on evidence based assessment in secondary school contexts research exploring best practice assessment in geography is rare This is a concern given the distinctive nature of geography and the important role of assessment in the learning process This

scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia, USA, South Korea, Germany, Switzerland, and Singapore. What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing students' knowledge and skills.

Leading Primary Mathematics Catherine Foley, Jane McNeill, Stephanie Suter, 2019-03-18. This book provides guidance and insight into what mathematics leadership looks like in practice and shows readers how they can develop from a confident teacher into a curriculum subject leader. It does this through a careful blend of pedagogy and practical application supported by a range of real-world case studies and opportunities to reflect critically on classroom practice. Key coverage includes: The planning and application that underpins subject leadership; How international perspectives can influence leadership of mathematics; How to develop fluency through problem solving and reasoning; How to champion inclusive practice in mathematics; Assessing children's understanding. This is essential reading for anyone studying primary mathematics on initial teacher education courses including undergraduate BA Ed BA with QTS and postgraduate PGCE PGDE School Direct and SCITT routes. NQTs seeking to develop into curriculum leadership roles and those already leading mathematics in their school.

Researching and Using Progressions (Trajectories) in Mathematics Education, 2019-02-04. The relationship between research and practice has long been an area of interest for researchers, policy makers, and practitioners alike. One obvious arena where mathematics education research can contribute to practice is the design and implementation of school mathematics curricula. This observation holds whether we are talking about curriculum as a set of broad measurable competencies (i.e. standards) or as a comprehensive set of resources for teaching and learning mathematics. Impacting practice in this way requires fine-grained research that is focused on individual student learning trajectories and intimate analyses of classroom pedagogical practices, as well as large-scale research that explores how student populations typically engage with the big ideas of mathematics over time. Both types of research provide an empirical basis for identifying what aspects of mathematics are important and how they develop over time. This book has its origins in independent but parallel work in Australia and the United States over the last 10 to 15 years. It was prompted by a research seminar at the 2017 PME Conference in Singapore that brought the contributors to this volume together to consider the development and use of evidence-based learning progressions/trajectories in mathematics education: their basis in theory, their focus and scale, and the methods used to identify and validate them. In this volume, they elaborate on their work to consider what is meant by learning progressions/trajectories and explore a range of issues associated with their development, implementation, evaluation, and ongoing review. Implications for curriculum design and future research in this field are also considered. Contributors are Michael Askew, Tasos Barkatsas, Michael Belcher, Rosemary Callingham, Doug Clements, Jere

Confrey Lorraine Day Margaret Hennessey Marj Horne Alan Maloney William McGowan Greg Oates Claudia Orellana Julie Sarama Rebecca Seah Meetal Shah Dianne Siemon Max Stephens Ron Tzur and Jane Watson *Understanding primary school teachers' mathematical knowledge for teaching* Yasmin Sitabkhan, Aida Alikova, Nurgul Toktogulova, Adema Zholdosbekova, Wendi Ralaingita, Jonathan Stern, 2025-05-13 We present the results from an exploratory study that aimed to measure teachers specialized knowledge in early mathematics during a pilot of an educational intervention using the Foundational Mathematical Knowledge for Teaching FMKT survey The survey was administered to 323 teachers in the Kyrgyz Republic in 2021 We delve into survey results at two timepoints pre and post intervention to showcase the areas in which the intervention was successful and identify ongoing challenges in teacher knowledge We found that the FMKT provided detailed specific information on teacher learning and is an example of one way to center teacher knowledge in an instructional intervention

The Teaching of Science in Primary Schools Wynne Harlen, 1996 Presenting an up to date discussion of the many aspects of teaching primary science this best selling book contains a strong focus on constructivist learning and the role of social interaction in learning

Enriching Mathematics in the Primary Curriculum Sue Pope, Pablo Mayorga, 2019-03-11 How do I enrich children s learning of primary mathematics to bring the subject to life This book inspires and supports you the new and beginning teacher to use talk rich and open tasks that bring mathematics to life in your classroom Tried and loved practical tasks that engage and motivate Supports you to create confident and resilient mathematicians in your classroom Explores ways to engage children in mathematics across the primary curriculum Focuses on understanding key mathematical concepts and the connections between them

Educating Tomorrow's Engineers Great Britain: Parliament: House of Commons: Science and Technology Committee, 2013-02-08 In the UK we teach young people to become computer users and consumers rather than programmers and software engineers This is creating a chronic skills gap in ICT We need around 82 000 engineers and technicians just to deal with retirements up to 2016 and 830 000 SET professionals by 2020 On the plus side the Government s proposal to include computer science as a fourth science option to count towards the EBac is welcomed The Committee also welcomes the EBac s focus on attainment of mathematics and science GCSEs but is concerned that subjects such as Design and Technology D T might be marginalised A Technical Baccalaureate TechBac is being designed but if it is to be a success schools should be incentivised to focus on the TechBac by making it equivalent to the EBac Reforms to vocational education following the Wolf Review meant that Level 2 of the Engineering Diploma a qualification highly regarded would count as equivalent to one GCSE despite requiring curriculum time and effort equivalent to several GCSEs The Engineering Diploma however is currently being redesigned as four separate qualifications The Committee also expressed concerns over the Department for Education s DfE lack of clarity on its research budget and use of evidence in decision making The DfE needs to place greater focus on gathering evidence before changes to qualifications are made and must leave sufficient time for evidence to be gathered on the effectiveness of policies before

introducing further change The possibility of gathering evidence from randomised controlled trials RCTs should be seriously considered

Mathematics Explained for Primary Teachers Derek Haylock,Ralph Manning,2014-06-19 Get access to an interactive eBook when you buy the paperback Print paperback version only ISBN 9781446285879 A Unique Blend of Digital and Print Learning Resources 5 Star student reviews A must have for teachers to be especially those who are a bit shaky on their maths knowledge Not many maths books keep me fixated but this is one that is definitely worth the money It is a book I will be using even when in the classroom Mathematics Explained for Primary Teachers develops your understanding of mathematical concepts and processes and how children learn them so you can confidently teach mathematics to primary children Tried and tested the fifth edition of Derek Haylock s much loved textbook matches the 2014 curriculum requirements for England Every chapter integrates children s learning classroom practice and teacher s own requirements for subject knowledge making this the ideal text to guide you through your studies and beyond More than just a book The new edition is supported by FREE access to an interactive eBook and a companion website allowing you to use a wealth of teaching and learning resources You can use the eBook to study where and when you want and read annotate and search the book on a tablet laptop or PC You can also visit study.sagepub.com/haylock5e to access Videos by the author introduce core themes of each section and explain key mathematical processes Links to the National Curriculum specify the statutory requirements for primary schools in England that relate to the mathematical content of each chapter Learning and Teaching points highlight important issues you may face in the classroom and provide practical guidance for teaching Self assessment questions help check your understanding and provide immediate feedback to see how well you have done Select SAGE journal articles to support literature reviews and wider reading Lesson Plan Activities by Ralph Manning support content focused chapters and contain creative mathematics tasks across the primary age range A Student Workbook is also available to accompany this book including over 700 practice problems to help you understand apply and teach primary mathematics Derek Haylock is an education consultant and writer with a background in mathematics teaching teacher education and classroom based research in mathematics education Ralph Manning is an independent consultant in primary education He has worked as a primary teacher and as a lecturer in primary teacher education for 18 years following a career in IT interactivity only available through Vitalsource eBook

Pupils in Transition John Gardner,Professor Gill Nicholls,2013-03-07 Focusing on the move from primary to secondary school this book aims to help teachers and school managers to recognize and deal with the often traumatic effects that this transition has on young people s lives The book explores the links between primary and secondary curricula offers specific advice on how to meet the needs of children in transition provides materials for investigating transition which will enable schools to identify the strengths and weaknesses in their approach

The A-Z of School Improvement David Woods,Tim Brighouse,2013-05-28 School improvement is an increasingly complex field with developments in policy research practice and language making it difficult to get a complete

picture Leading authors David Woods and Tim Brighouse pull together the approaches characteristics and technical terms needed for busy school leaders teachers governors and parents to quickly get to grips with current approaches and best practice Combining their extensive experience of school improvement in action they provide an authoritative and up to date overview of the field and easy access to the wide range of information ideas and practices on making schools the best they can be A comprehensive A Z introduces the characteristics approaches and language of school improvement ranging from appreciative enquiry to zero tolerance Quotations case studies and butterflies little ideas with big impact illustrate the entries and bring them to life through the experiences of real schools They include discussion of key debates and controversies to stimulate discussion and guided reading by topic to help with further research

Assessment in Practice
Alicia Curtin, Kevin Cahill, Kathy Hall, Dan O'Sullivan, Kamil Özerk, 2019-10-01 Assessment in Practice explores timely and important questions in relation to assessment By examining the relationship between identity culture policy and inclusion the book investigates the conflicted and fractured battleground of assessment and challenges current and practiced understandings of assessment practice The authors encourage the reader to reconceptualise assessment as a sociocultural practice Each chapter studies a key theme in the understanding of assessment policy and practice from a sociocultural perspective and provides questions to prompt reflection on the key assessment concepts outlined in the book Using culture as both a lens and analytic tool the chapters examine topics such as The social order of assessment how assessment works in the world and how learning could be assessed Perspectives on social justice and assessment with a particular focus on social class and other potential inequalities on the experiences of assessment for young people Discussions of ability and the assessment of students with special education needs as well as the role of inclusivity in assessment practice Written by leading academics from University College Cork the third volume in the successful Routledge Current Debates in Educational Psychology series is an essential read for researchers and postgraduate students in educational research and education psychology

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