

## Springboard 7 Curriculum

- Purpose:

Ensure that students who have failed to meet the 100 benchmark for the ks2 mathematics test meet this standard by the beginning of year 7, term 3.

- Initial Actions:

Initially all students who achieved less than the standardised 100 baseline score will be taught in set 3 of 3. All year 7 students will be tested using the AQA year 7 baseline exam to identify any students who meet set 2 standards (similar scores within the baseline test). There are a number of students in the current set 3 who achieved 99 as their standardised score but outperformed a number of students (who did meet the 100 benchmark) within the arithmetic strand (raw score). If our goal is to implement mastery throughout our curriculum which will include mathematical reasoning (strand 2 and 3) I think it is justifiable to allow students with strong arithmetic skills to progress to the Ks3 curriculum.

- The Springboard 7 Curriculum Overview:

If the premise is to assume students studying this course will predominantly have weak numeracy skills given the criteria set out in initial actions then these skills will be the main focus. However geometry, statistics and ratio and proportion will still be taught to support ideas of arithmetic but also to ensure the gap in these topics does not widen. After a review of the 'National curriculum programme of study', Springboard 7, even though published initially in 2001, is still fit for purpose in terms of material, assessment and objectives. It should be noted at this early stage that I foresee a number of students who will not necessarily even meet the requirements to engage fully in this curriculum (originally intended for those attaining a Level 3 in the National Curriculum). From Ks2 data only (prior to baseline exam) five students scored a standardised score of 90 or below. Other interventions may have to be put into place for these students, this will be reviewed after the baseline test has been analysed so that the specific needs of these learners can be met. Initial ideas for these interventions are included in the Springboard 7 package.

The curriculum consists of 15 units to span just over two terms of study. The length is so that appropriate actions can be taken in the final term to either review, extend, or consolidate learning for the students involved. The Springboard 7 curriculum will still be subject to the scrutiny of the mathematics department mastery working group to ensure that where appropriate students are still extended and allowed to explore the strands of mastery that every other student is given the opportunity to do. Differentiation will have to be effective as the needs of each learner will vary even if they have the same standardised score. Hopefully the baseline test will reveal these needs.

Students will be assessed each half term through both a written and mental test. They will be given a checklist at the beginning of each unit of work so they can monitor their own progress throughout the course to get a sense of progression but also to help parents identify the key learning topics in each unit.

A final ks2 assessment will be given (if the material is available, alternative would be retesting of baseline and comparison of scores with students who originally met that baseline) to review the progress at the end of the curriculum.

- Key Staff:
  1. A Meredith – Springboard 7 Coordinator.  
Responsibilities
    - Monitor assessment and progress and arrange appropriate interventions, including the management of TLAs.
    - Monitor the provision of resources for the class teacher and ensure differentiation is appropriately implemented within the classroom.
    - Communicate effectively with parents to ensure support is in place at home.
  2. J Matthews/A Parry – Springboard 7 class teachers.
  3. J Devereux – SENCO. JDE will in the initial phase reinforce literacy within the Gold Curriculum looking specifically and mathematical language.

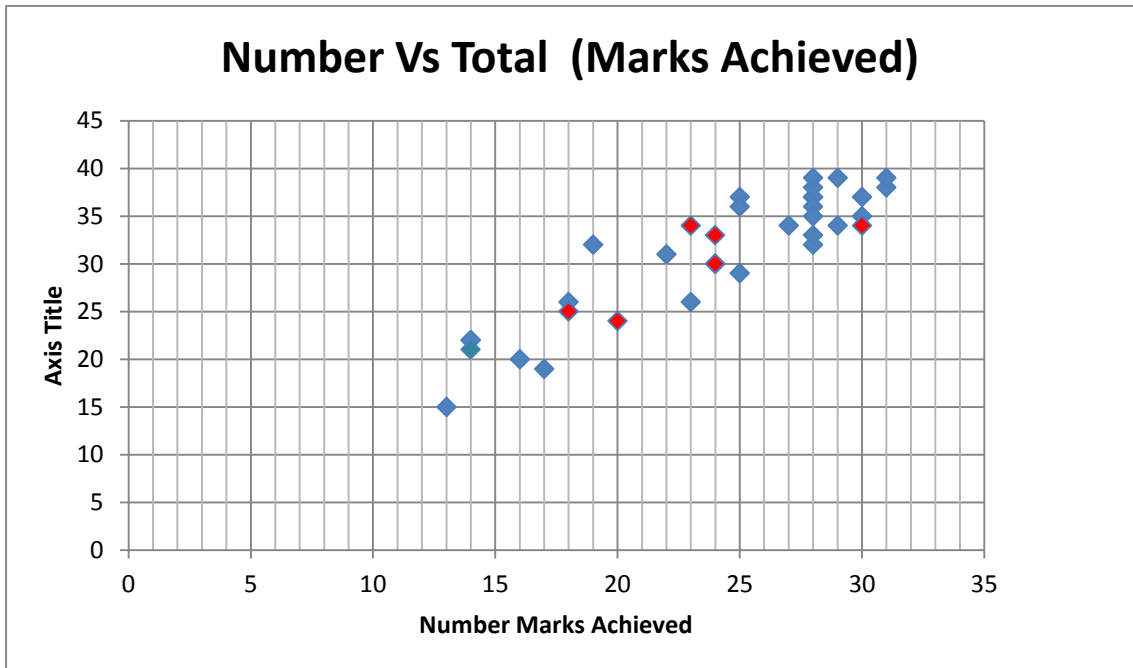
Term 1 Progress Findings –

- Baseline test report  
*7 students who had previously not met the 100 standard in the ks2 tests were found to have the skills required to access the secondary curriculum and were moved into set 2. Their baseline scores matched their peers who had met the 100 standard. In some cases they were found to have outperformed students who had met this standard. Teachers reported on any ‘areas of concern’ which have been recorded for future use of the new class teacher. A snapshot of recorded data is shown below. This is from a set 2 class which now includes student who had previously not met the expected standard. Further data can be found from IMA.*

Gender	KS2 Maths Scaled Score Key Stage 2 Validated Result	KS2 Maths TA Key Stage 2 Validated Result	Baseline	Number	Algebra	Statistics	Geometry	Total	Areas of concern
F	103	Working at the expected standard		14	4	1	2	21	ordering
F	98	Working at the expected standard		30	1	0	6	37	
M				27	4	1	2	34	square n
M	100	Working at the expected standard		25	2	1	1	29	square n
M	114			28	3	1	0	32	
F	97	Working at the expected standard		28	2	0	3	33	
M	105			16	3	1	0	20	
F	96	Working at the expected standard		30	4	0	1	35	
F	101	Working at the expected standard		28	3	2	3	36	square n
M	103	Working at the expected standard		25	6	4	1	36	square n
M	103	Working at the expected standard		28	4	1	2	35	time, an
F	103	Working at the expected standard		31	3	3	1	38	square n
M	103	Has not met the standard		30	2	0	2	34	sequenc
F	101	Has not met the standard		24	1	3	2	30	pattern s
M	100	Has not met the standard		24	2	3	4	33	time, mu
F	103	Working at the expected standard		31	3	2	3	39	time, me
M	100	Working at the expected standard		17	2	0	0	19	time, an
M	99	Has not met the standard		20	2	2	0	24	time, an

*By way of ensuring suitability for these students to access the main curriculum the graph below demonstrates their performance in the topic of Number (from the baseline test) against total marks achieved. There are no defined outliers from the students who did not*

meet the expected ks2 standard when compared to their peers in set 2. The students who did not achieve the expected progress at Ks2 are highlighted in red. Number was the appropriate comparison as the progressive scheme of work starts with a foundation in number before progressing to other topics.



- Springboard 7

The students who now remain in set 3 do so either due to poor baseline test performance or parent request (parents have indicated that students were 'coached' at primary school for key elements of the ks2 test and therefore it does not reflect their actual mathematical ability, this was cross referenced with teacher evidence from class work and baseline performance) . They now follow the springboard 7 as indicated in the opening paragraphs of this document.

A performance update of the students' progress will be given by Friday 16<sup>th</sup> December. This will be examination performance in the first spring board 7 topics.