Quick start guide:

- When needing a quick assessment of a newly arrived pupil:
  - Check you have the assessment flash cards, tracking grids and practical resources.
  - Choose an area of maths you want to assess from the tracking grids
  - Work through the activities to determine what level/year group the pupil is working at
  - Add comments regarding the outcome of assessments to the tracking grids.
  - Target future work according to the need of the pupil as a result of the assessments.

Full Instructions:

Background

The Maths Mobility Project was originally designed for schools with high mobility as a way of quickly assessing pupils who arrived in school with no records of achievement from their previous school. It was trialled in eight schools across 'Canterbury City and Country' and good use has been made of the materials to address mobility issues in addition to other creative use of the materials, extending to other pupils.

Format of the materials

The materials consist of a set of assessment flash cards which provide assessment activities/games for each objective from the Primary Framework related to Number. The activities were designed by teachers and draw on every day resources found in the classroom. Cards are colour coded according to the strand of maths being assessed:

Blue Knowing and using number facts
Yellow Calculating
Green Counting and understanding number

Within each strand, the assessment flash cards begin with activities related to the Year R objectives and progress through the year groups, up to Year 5. Symbols are used to represent year groups and a key can be found at the beginning of the booklet. Activities were not designed for the Year 6 objectives as the original audience for the project was for pupils falling behind due to high mobility. The anticipation is that the cards are used alongside the tracking grids provided.

Possible use of the materials

Schools have used the materials very creatively. Below are some possible uses that schools have found effective:

- Prior to teaching a unit of work, the teacher uses the related assessment cards to determine pupils' prior knowledge of a strand of mathematics- this could be with a group of pupils or individuals and then feeds into the planning.
- For those pupils who cannot access the SATs tests, they are a useful assessment tool.
- Teachers took ideas from the materials to use in class, including probing questions.
- Teachers used the cards with casual admissions to track back and determine the point of entry for the year group the pupils are working at (e.g. Year 6 pupil is assessed to be working from the Year 1 objectives.)
- Teachers have used the materials with groups of Year 1/2 pupils as part of an assessment week.
- Some of the games have been used with lower ability groups in class.
- The materials supported the transition from the EYFS to Year 1; some teachers and teaching assistants used them as an initial assessment.
- For gifted and talented pupils in KS1 or lower KS2, the assessment cards were useful to determine gaps as well as acknowledge which year group objectives pupils were capable of.
- Materials have been used to support booster groups.
- Schools have used the materials as a tool for GAP analysis and for KS1 moderation evidence.
- Schools have adapted the materials and used them on interactive whiteboards as a teaching/assessment tool.

Where specific gaps in understanding have been identified through the use of the assessment cards, sequences from the 'Overcoming barriers' materials have then been used to support the teaching and learning.

All resources are available electronically on the maths home page at www.kenttrustweb.org.uk/ASK

The intention is that the materials are 'dipped into' as appropriate. The assessment cards work best alongside a basket of key resources (e.g. dice, digit cards.) Resources are listed at the beginning of the booklet.