**Haytor View Community Primary School & Nursery**

*Learning together - enjoying success - aiming high - celebrating difference – enriching community*

## **APPENDIX 8: Internal Layout of Books - Maths**

**Use of Elicitation Tasks**

In Key Stages 1 and 2 these are at the beginning of the unit of work in Maths and English, prior to the Learning Journey being stuck into the book (Learning Journey is developed in response to the assessment of the elicitation task). Refer to Appendix 6 elicitation tasks in mathematics;

Starting a new piece of learning: Learning journey (map) first then elicitation task makes it clearer what is coming next in the book. It acts as a place holder and signal as to what is next. Elicitation results will be demonstrated in the first activity and will be marked as such on the learning journey by children. My children regularly write in pencil 'learning journey here' then stick over the top of that when printed and discussed.

**MATHS: Use of Learning Journeys**

* These are placed at the start of the sequence following the elicitation task, this will break down the learning steps for the sequence

**MATHS: The Connective Model**

* Is placed at the start of the child’s book;

**MATHS: The Marking Code**

* Is placed in the inside cover of the child’s book at Key Stage 1 and 2;

**WRITING: Use of Learning Journeys**

* The Learning Journey for the sequence of learning will be mapped out at the start of the sequence with incremental steps following the elicitation task, this will be stuck into the child’s book at the start of the sequence;

**MATHS: Use of Deeper Understanding Grid**

How do you know the children understand the learning you shared with them?

We understand the importance of the connective model as well as John Holt’s principles of understanding. We recognise value in the Deeper Understanding Grid both to support children’s understanding of a concept and in assessment of that understanding (mid-sequence as well as at end.) It helps us evaluate exactly where a child’s misconceptions lie and allow us to determine next steps to develop learning. We recognise that a DUG will provide us with best diagnostic information when children are literate in the language used within the process: image, model, real life context and so on. We do therefore need to prepare the children sufficiently to allow them to clearly demonstrate their knowledge through the use of this resource. We also recognise the origins of the DUG grid being firmly rooted in the Connective model – this in turn reflects our recognition of the Connective model as being central to our maths ethos.