C:\Users\Andrew Tagg\Desktop\Capture.PNG Using the class achievement report to inform programme planning: Mathematics

This activity focuses on how you can use the information available in the class achievement report to inform programme planning. The activity is suitable for situations where teachers either have sole responsibility for the classroom programme, or where they share that responsibility with other teachers e.g. in a secondary setting.

The class achievement report can also provide school leaders and teachers with an overview of the achievement of an incoming cohort.

The resources used in this activity can be found by going to the Curriculum Progress Tools website <https://curriculumprogresstools.education.govt.nz>

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| **1.** | **Check your settings to view the relevant report** | | |
| Check the report settings to ensure you are viewing information for the relevant group of students. You can choose to filter the group by gender and/or ethnicity, and include comparisons in the aspect judgments report. Remember to click ‘apply selection’ to apply your settings to the report.  For further information about reading and understanding the report, refer to ‘Understanding and using the Class achievement report’ located here <https://curriculumprogresstools.education.govt.nz/pact/using-pact-reports/> | | | |
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| **What to do …** | |  | **Record your answers** |
| Identify your focus group(s) of learners e.g. Year 9 or Room 5 | |  |  |
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| **What to do …** | |  | **Record your answers** |
| Consider the range of student achievement shown in the first graph - Achievement Report: Class view.  What is this data indicating? What does this mean for my/our teaching and learning programme? | |  |  |

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| **2.** | **Consider each aspect** | | | |
| Refer to the Achievement Report: Aspect judgments.  If you have selected a comparison e.g. gender, this will be shown in red or blue above and below each aspect line. The number of students located at each signpost is shown in the bubble.  The information can also be displayed in a tabular format. | | | | |
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| **What to do …** | |  | **Record your answers** | |
| Identify the aspects and signposts where additional teaching and learning is required – this may be for some or all of your learners.  Refer to the big ideas and illustrations at the relevant signposts. For example you may want to support learners to move from signpost 5 to signpost 6 on the Patterns and Relationships aspect. The big ideas and illustrations guide you to the range of learning opportunities that need to be provided. | |  | *Aspect:*  *Aspect:* | |

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| **3.** | **Think about your teaching and learning programme** | | |
| Think about your teaching and learning programme in the next few months, and over one year. Consider what is planned across the curriculum, and what opportunities exist for addressing specific aspects you have identified above. You may have sole responsibility for a class programme, or you may be working with other teachers e.g. in a secondary school. | | | |
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| **What to do …** | |  | **Record your answers** |
| Identify where and when in your programme(s) there are opportunities to address all aspects of the framework(s) and any specific learning needs e.g. Mathematics *–Patterns and Relationships, Using Symbols and Expressions… and within Multiplicative aspects Term one.* | |  |  |

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| **4.** | **Transfer your ideas into practice** | | |
| How can you ensure that this knowledge is transferred into classroom practice?  Suggestions include:   * Ensure that specific aspects are referenced in unit plans e.g. In a unit involving Number and Algebra direct reference is made to *“Patterns and Relationships, “Using Symbols and Expressions…” & or “Multiplicative thinking”* [*Refer to nzmaths Resource finder LPF*](https://nzmaths.co.nz/resource-finder/lpfaspect) * Design specific activities that provide opportunities for learners to develop skills e.g. using diagrams tables, graphs and equations that involve linear relationships and using symbols and expressions. * Increase opportunities for specific aspects to be re-visited e.g. Multiplicative thinking * NZ Maths link: [For more examples of long term planning](https://nzmaths.co.nz/case-study-year-8-long-term-plan) | | | |
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| **What to do …** | |  | **Record your answers** |
| Identify actions that you will take to transfer this knowledge into practice.  Discuss with others, and add to your ideas.  Record how those ideas will be implemented. | |  |  |