

A MATHS UPDATE...

The Liverpool Counts Quality Mark



We at Gateacre are talking about the LCQM – we may be talking about it, and we may be doing it, but what exactly is it?

Liverpool Counts Quality Mark is part of a varied programme of strategies targeted at improving maths results for the city's children. In short, the aim of the Quality Mark is to tackle negative attitudes to numeracy and maths; we aim to promote a culture where students readily understand the impact that good numeracy skills and mathematics qualifications can have on the social, financial, health and employment aspects of our lives.

We, as a school, will support all students, parents and staff to accomplish this aim.



Cross curricular learning: a team of students are primed and ready to report on the many maths activities during party day!

What have we been up to?

We have trained a number (pardon the pun) of Maths Ambassadors. These are year 8 students who help us work in the community – During party day they helped students from Norman Panell Primary School as well as the wider community through their work in the Big Little Library.

The Launch of LCQM



To get us underway we held a whole school Maths Party Day; this was part of the city wide initiative. It meant that we had a complete day of fun cross-curricular maths and numeracy activities, finding mathematical conundrums and solutions in all our learning areas. For example the Art department focussed on geometric patterns whilst the History department considered what it would be like to try and survive on a World War Two budget during the Blitz! Statistical analysis was brought into play by the Sociology department as the topic of Crime was considered and the Drama department worked on the often overlooked genius that was Alan Turin. The Maths department themselves brought numeracy alive by engaging with a little cookery as the mathematics of recipes was employed – resulting in some particularly tasty biscuits!

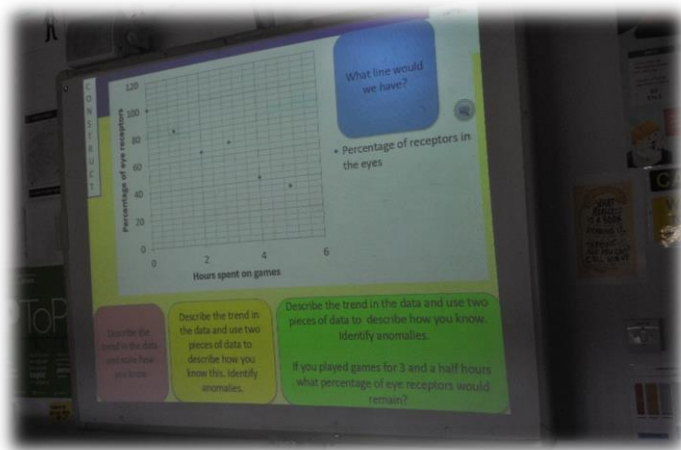
But we didn't stop there! We invited students from Norman Panel to join us; they worked with alongside and under the tutelage of our own Year 8 Numeracy Ambassadors playing games, such as Human Sized Monopoly, as they learned that Maths is important, Maths is achievable and Maths can be fun!



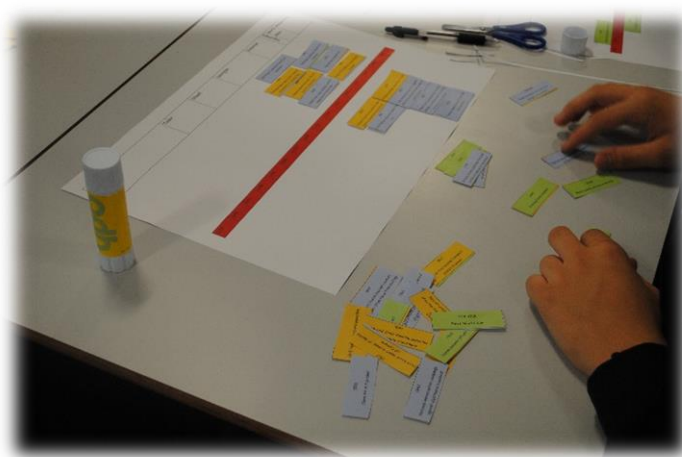
Maths is fun! Gateacre staff and students indulge in a game of Monopoly... addition, subtraction, percentage profit essential!

What have we been up to?

All teaching staff have been trained on how to deliver numeracy. From the basics of teaching addition and subtraction to the finer points of how to 'unpack' a worded mathematical problem



Maths across the curriculum: employing maths skills in a science lesson to graph results regarding percentage eye receptors (above) and maths in history to create a detailed time line (below). Everyday maths skills essential to learning across the curriculum – easily taken for granted, but not at Gateacre!



What have we been up to?

All teaching staff have been trained on how to deliver numeracy. From the basics of teaching addition and subtraction to the finer points of how to 'unpack' a worded mathematical problem. The training has also tackled preconceived attitudes to the subject; all our teachers have attended a series of training sessions to make sure we have a 'can do attitude' and that this is conveyed to the students across the school. This has been further supported by our whole school Growth Mind Set approach where resilience, hard work and practice are central to all learning.

What have we been up to?

Each classroom has a notice board on its door on which the teacher can highlight what mathematical aspects have been visited during recent lessons – it can be surprising what numeracy goes on in seemingly disparate subjects such as Music, Geography or ICT... angles, algebra, fractions, time, shape...the list goes on!

What have we been up to?

Teachers are drawing attention to elements of numeracy in their different subject areas. This has been important in demonstrating how important and embedded Maths is in everyday life for all! Such aspects are potentially easily be overlooked with the numeracy element taken for granted. For example, use of sequenced patterns in music and art, the use of coordinates in Geography and the chronological progression of dates in History.



What can we all do to help?



We Can do maths – Can't is only in the mind!

Research clearly underlines that parents and general teachers can do more to help a child's development in Maths by changing their own attitudes and feelings around the subject. As the Washington Post put it ['Stop telling kids you're bad at maths. You are spreading maths anxiety 'like a virus.'](#)

Research has further demonstrated that the children of more maths-anxious parents performed worse on the subject and were more likely to develop increased maths anxiety when their parents frequently helped them with maths homework! A can't do mindset is clearly contagious! We can help and support our young people but we must avoid encouraging negativity and a 'can't do' attitude. The good news is that a 'can do' mind set is also contagious – we all need to go out of our way to reinforce and spread the attitude!