

Collaborative S-Planning

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Deep mathematical understanding requires children to notice and exploit key relationships and structures in order to produce beautiful solutions to complex, non-routine problems. However, this is not an easy task to achieve! S-Planning is about developing a comprehensive, detailed conceptual journey that makes explicit connections between areas of mathematics to build mini-mathematicians from early years onwards.

At Milton Park Primary, we have been working together to unpick and draw out the key learning that need to be made explicit in each conceptual journey that children experience. An INSET day in January was spent drawing out the key aspects that would mean children experienced a meaningful journey or learning. We established that the journey would need to include

- Explicit Links
- Questions that encourage deep thinking
- Tasks chosen that required application of knowledge
- Opportunities for children to expose their mathematical thinking
- Resources and representations that are chosen carefully
- Children building up a concept not just the ability to perform a procedure

The other vital aspect is that these journeys are not planned alone. Collaboration happens both within and across year groups. The discussion between teaching staff around the choice of representations they will use and the incremental steps in learning is highly important. It allows staff to share experience and subject knowledge.

S Planning begins by drawing a large S on a page which represents the journey that the children will take. This journey could take a week, or a month, this becomes dependent on the steps needed to achieve the end goal. Teaching staff then spend time discussing the start point, and the incremental steps in learning that they need to guide the children through. No step is too small! At each point, we thought about the representations that would support the concept, the difficult points that would be crucial to achieve before moving on, how we could support children in going deeper and the explicit connections that would be made along the way. Throughout the whole journey, stem sentences are incorporated as key markers, what do want the children to be able to say at each point in their learning?

The teaching staff at Milton Park Primary are now reviewing their first attempt at S Planning. We will spend a staff meeting discussing what went well, and what we have learnt from the first journey in order to plan an even better journey next time. Milton Park Primary has shown a huge commitment to ensuring that all the children are exposed to a mathematical journey that is supporting them to become life-long mathematicians.

At the heart of everything, is the goal to enable all children to succeed as mathematicians.