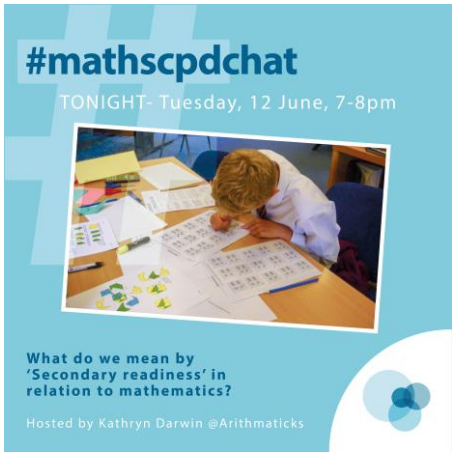
#mathscpdchat 11 June 2018

What do we mean by 'Secondary readiness' in relation to mathematics?
Hosted by @Arithmaticks

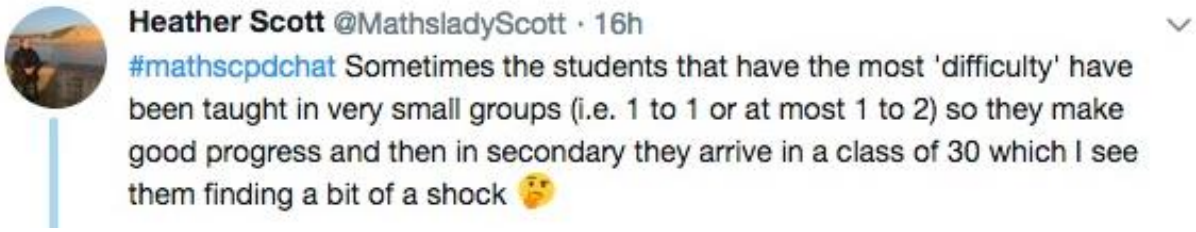
This is a brief summary of the discussion – to see all the tweets, follow the hashtag ***#mathscpdchat*** *in Twitter*



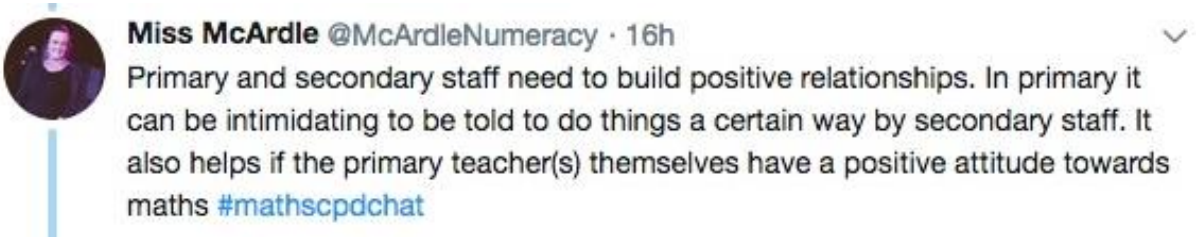
Some of the areas where discussion focused were:

- implications and interpretations of: 'pupils at the start of Key Stage 3 being really secure in **'basic' numerical and geometrical relationships**';
- in KS3 building on **fraction concepts** acquired during KS1/2;
- whether, and how, KS3 teachers know what have been pupils' **mathematical experiences** during KS1/2;
- how **mathematical understandings and misconceptions** of pupils can be revealed at the start of KS3;
- appropriate **mathematical remedial procedures** for pupils who need them at the start of KS3.

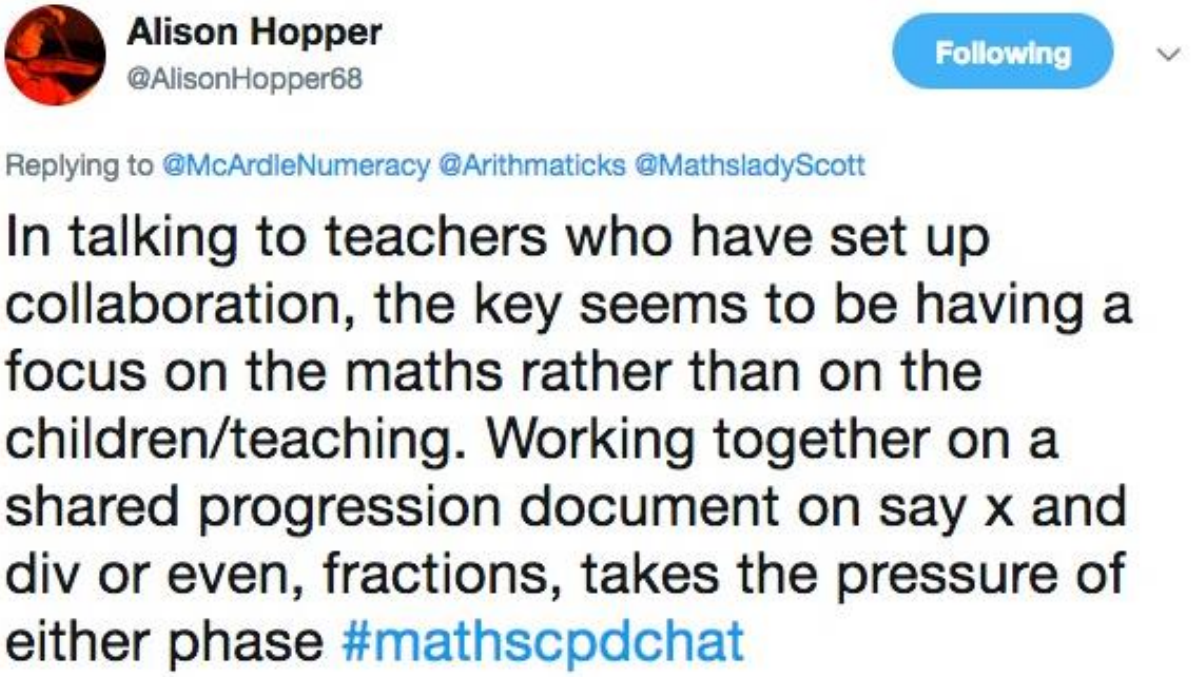
A particularly interesting sequence of tweets, about primary-secondary collaboration to build positive relationships and deeper understandings, followed from this tweet by Heather Scott:



including this one from Miss McArdle:



this one from Alison Hopper:



(to read the discussion-sequence generated by any tweet look at the 'replies' to that tweet)

Among the links shared were:

Number Operations by Colleen Young as a kind of task that helps pupils become secure in 'basic' numerical relationships, shared by @ColleenYoung
Passport Maths as support material for pupils who did not achieve the expected standard in mathematics at Key Stage 2, shared by @PardoeMary