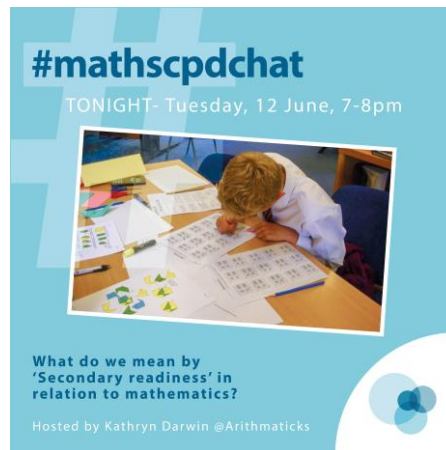


## #mathscpdchat 11 June 2018

### 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](#):



**Heather Scott** @MathsladyScott · 16h

#mathscpdchat Sometimes the students that have the most 'difficulty' have been taught in very small groups (i.e. 1 to 1 or at most 1 to 2) so they make good progress and then in secondary they arrive in a class of 30 which I see them finding a bit of a shock 😞

including this one from [Miss McArdle](#):



**Miss McArdle** @McArdleNumeracy · 16h

Primary and secondary staff need to build positive relationships. In primary it can be intimidating to be told to do things a certain way by secondary staff. It also helps if the primary teacher(s) themselves have a positive attitude towards maths #mathscpdchat

this one from [Alison Hopper](#):



**Alison Hopper**

@AlisonHopper68

Following

Replying to @McArdleNumeracy @Arithmaticks @MathsladyScott

In talking to teachers who have set up collaboration, the key seems to be having a focus on the maths rather than on the children/teaching. Working together on a shared progression document on say x and div or even, fractions, takes the pressure of either phase #mathscpdchat

(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](#)