

numicon  **Numicon**
The Impact

Numicon is proven to raise achievement in mathematics and sustain it over time.

"Numicon has become part of what I do when teaching maths. It has become an integral part of the maths lessons because it works!"

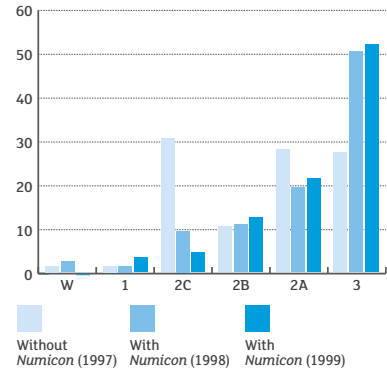
Emma Gower
Maths Co-ordinator,
Chandlings Manor School, Oxon



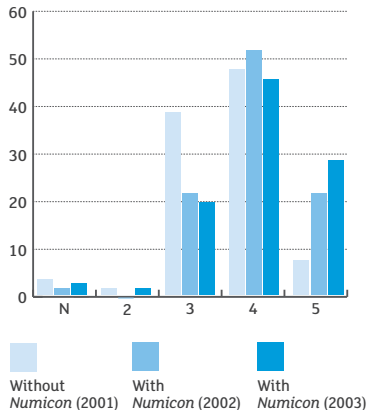
"Children learn new concepts much quicker. They are able to 'see' patterns and make connections easier."

Claire Calderbank
Maths Subject Leader,
Canon Evans Church of England Infant School,
Bedworth

SATs results from Infant & Junior School Cohorts



Peavehaven Infant School Mathematics KS1 SATs results



Hodder Junior School Mathematics KS2 SATs results

47%
INCREASE AT LEVEL 3

155%
INCREASE AT LEVEL 4

72%
INCREASE AT LEVEL 5

It all started with one question... 'Why?'

"In the mid-1990s Dr Tony Wing and I voiced the question many other teachers were asking – why do so many children find maths hard when they succeed in other subjects?"

We looked at how we were teaching and realised that we had been underestimating the difficulties children have understanding abstract ideas without pictures to help them. So we set up a school-based Teacher Development Agency (TDA) research project, to see what impact structured images (Numicon Shapes and Cuisenaire rods) would have.

We found that children made remarkable progress and teachers' subject knowledge and maths pedagogy improved as they adopted the approach."



Romey Tacon
Former Head Teacher, a consultant and co-author of *Numicon*

Raising standards in maths at Bordesley Green Primary School

Bordesley Green Primary School in Birmingham has been highlighted by Ofsted for their good practice and high standards of mathematics attainment. Numicon is used by all year groups and all abilities, including more able children, for intervention and in investigations.

Here are some of the elements that the inspectors highlighted as good practice in their mathematics teaching.

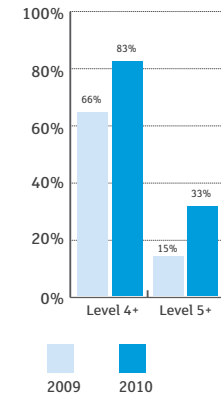
"Bordesley Green Primary School has been highly successful in raising standards in mathematics. This improvement has been driven by:

- observing and listening to pupils and so developing a deep understanding of how they are thinking and their misconceptions.
- detailed records of progress, including how pupils use and apply mathematics
- well-planned interventions when misconceptions arise, led and often delivered at senior level, with monitoring over time to check pupils' continuing success
- a consistent approach to developing skills in number
- a clear commitment by the whole school community to raise pupils' attainment."

From HMI Raising standards in primary mathematics: Bordesley Green Primary School, January 2013



Results from Bordesley Green



KS2 results from Bordesley Green Primary School, Birmingham