Differentiating, defining and progressing through fluency tasks

Note: pupils may escalate through Bronze, Silver, Gold tasks or they may assigned discrete Bronze, Silver, Gold task; it us up to teachers depending on the content of the lesson and their judgement for what is best. Every pupil should attempt Ruby to varying extents.

Ruby (reasoning and problem solving)

Ruby is the ultimate test of understanding. Worded problems which rely on secure conceptual understanding and reasoning skills will be offered frequently. All pupils must attempt these kind of activities once they have completed some Bronze/Silver/Gold fluency tasks. Pupils who are more confident may be expected to complete more or demonstrate greater independence, whereas less confident pupils may be expected to complete less and receive greater support – problem solving in lessons is not a test, it is a collaborative learning exercise.

Gold Gladiators

Gold is the gladiator standard. Gold tasks still work within ARE parameters but will be more difficult than what may be needed to satisfy the outcome you're working towards, pushing boundaries. Pupils will work independently. Pupils who finish. Gold questions will be expected to complete worded/reasoning problems independently.

Secure Silvers

Silver is the secure standard. Silver tasks will satisfy the age-related outcome you're working towards. Independence, with some peer adult support, will be expected along with support from any appropriate resources. If the nature of the task is escalation, along- side teacher AFL, pupils should move onto Gold if most questions are completed and correct. If pupils finish but do not seem secure enough to move onto Gold, misconceptions should be addressed appropriately.

Bronze Battlers

Bronze is the simplified, bridging standard (but is still focused towards the lesson outcome intended). Pupils selecting Bronze may not yet be fully confident with the standard of outcome the lesson sets out to achieve. To ensure progress, the Bronze task may be a simplified Silver task and/or a task supported through:

- Re-teaching and close support from staff.
- Use of resources to help aid conceptualisation.

Alongside teacher AFL, when a pupils feels confident or has completed the task, they should move to Silver as quickly as possible.

Purposeful differentiation - are three tasks necessary?

3-way-differentiation is optional. Since Bronze is a bridging standard, it should only be used where necessary to allow pupils to eventually complete Silver, which will always be meeting ARE.

Base questions

During the teach-model-practise sequence, base questions aim to reveal how confident a pupil is with the content of the lesson. This will allow pupils, with encouragement from teacher-AFL, to decide what set of work is challenging enough to start with unless the teacher would like everyone to start at the same level, depending on content and judgement. Base questions may be done independently, in pairs, presented in books or in some cases, verbal questioning may be enough to determine level of confidence.

Cluster one: arithmetic

Number and the number system

Counting and comparing

Pattern sniffing

Addition and subtraction

Multiplication and division

Money

Some of fractions, decimals and percentages

Algebra

How to use the system

Base questions can be done in books. In most cases, tasks will be differentiated through content. Gold, Silver and Bronze questions can be displayed on the board and one set of Ruby problems can be printed which pupils can choose from, if they're not able to complete the whole set.

Cluster two: other areas of maths

Visualising and constructing

Shape

Angles

Time

Data

Some of fractions, decimals and percentages

Mathematical movement

Measuring space

How to use the system

Base questions may be done in books or may be verbally based i.e. when questioning about shape. It may be appropriate to create and print different tasks for Bronze, Silver and Gold. However, it may be more appropriate to merge Bronze into Silver and provide two tasks, offering resources and adult support where it is needed. Sometimes, one task may be the most appropriate action.

Example— Identifying 3D shapes in 2D orientations

Will trying to create three or even two different tasks provide value in the progress of pupils? Would it be more appropriate to support pupils with further input, guidance and/or resources as opposed to a different task?