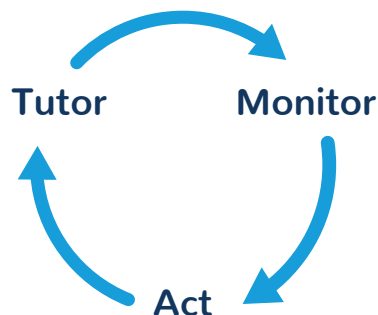


# Maths-Whizz: A quick and easy guide for teachers

Maths-Whizz is designed to make teachers' lives easier. The steps below will help you to embed Maths-Whizz as formative assessment and get actionable insights to support your students at every step in their learning.



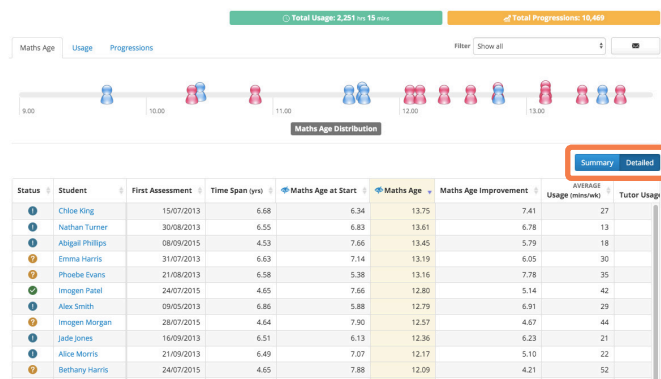
## Tutor

### Students acquire core knowledge through an individualised learning journey

- Set a weekly schedule that ensures all students receive at least 30 minutes of individualised tutoring a week (45-60 minutes for accelerated learning and up to 90 minutes for low attaining or SEND students).
- Factor in availability of appropriate devices, access to internet and home usage.
- Review class data at least once a week. Set the reporting period. How does Maths-Whizz formative assessment inform planning, feed into teacher assessment and class tracking data? Do you have a consistent whole school approach to how Maths-Whizz data is utilised?





## Monitor

### Monitor: Track every student's progress with at-a-glance Class Comparisons



- Use Usage and Progressions to track each student's progress.
- Use the Detailed table view to understand why some students might be struggling. Check their Progression Pass Rate – below 70% could be a cause for concern. Average Exercise and Test Mark should be above 60%. Most of their Usage should be in Tutor not Replay (Topic Challenge).

- Review your class data weekly. The table below can help to filter students and identify actions. The comments refer to the reporting period set.

	Usage: Less than 30 minutes	Usage: 30+ minutes
<b>3+ Progressions</b>	 This student has made the expected progress during the reporting period.	 This student has made the expected progress during the reporting period.
<b>2 Progressions</b>	 This student has low Usage and as a result has not made the progress required.	 This student has good Usage but has not made the expected progress.
<b>0 - 1 Progression</b>		

## Act

### Act on insights by applying a range of instructional strategies

- Create reward systems (e.g. Certificates) to motivate consistent, week-on-week use of Maths-Whizz. Always reward Progressions alongside Usage!
- Follow up with students whose Usage is below the target you have set them.
- For consolidation, encourage Topic Challenge for students who have achieved 3 Progressions and use the worksheets in Teachers' Resource.
- Set Topic Focus provide differentiated support within a chosen topic area (see Quick Guide below).

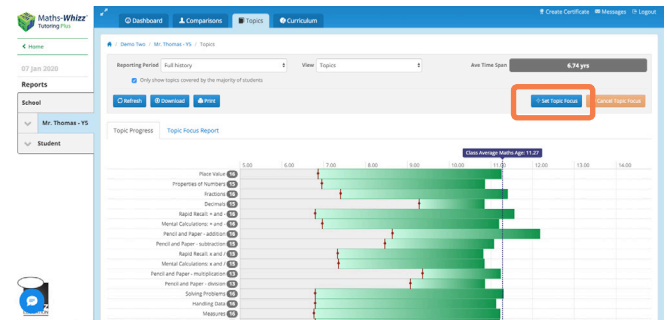
- Provide intervention for students who are struggling and use their Lesson History to uncover specific knowledge gaps.
- Review Usage schedules – do the students have enough time allocated to complete exercises / tests in one session?



# A very short guide to using Topic Focus for differentiation

## What is Topic Focus?

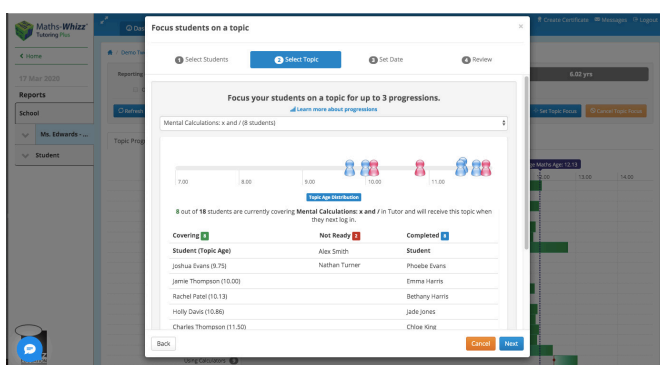
Topic Focus allows teachers to direct the tutor to any topic in the maths curriculum. Topic Focus can be set for individuals, groups of students or whole class. Teachers may assign different topics to different students. The Tutor will then provide differentiated support within the selected topics.



## When should I use it?

Topic Focus may be appropriate for:

- Consolidating the learning in the lesson
- Homework assignments
- Revision just prior to exams
- Re-visiting previously taught topics
- Complementing what is currently being taught in the daily maths lesson
- Pre-teaching - prepare students on what is going to be taught



## How does Topic Focus work?

Topic Focus can be found in the Topic tab of Class Reports. Remember only students listed in step 2 as 'Covering' will receive lessons in the selected topic. Students listed as 'Not ready' or 'completed' will continue to receive lessons from all the available topics. Lessons continue in the selected topic until the student achieves 3 Progressions or until the assigned end date, whichever occurs first.

You can also view student's Topic Focus activity in the Topic Focus Report tab.