**Steps to Success (Primary National Strategy March 2010)**

This set of mathematics resources, from Primary National Strategy, was developed to help teachers plan teaching and learning that ensures children progressed through the National Curriculum levels over key stages one and two. It included the following sets of materials which have been added to the Hampshire Mathematics moodle for convenience:

* Overcoming Barriers L1/2
* Overcoming Barriers L2/3
* Overcoming Barriers L3/4
* Overcoming Barriers L4/5
* Securing Level 1
* Securing Level 2
* Securing Level 3
* Securing Level 4
* Pitch and Expectations in Y1, Y2, Y3, Y4, Y5, Y6/7

One of the main resources is the ‘Overcoming Barriers’ set of documents which can be used to support the planning of bespoke intervention. The areas of mathematics within the materials were informed by a scrutiny of the performance of children whose attainment was close to, but fell below, a particular level boundary. This analysis was further supported by evidence from QCDA reports, research evidence and feedback from teachers and subject consultants. The evidence pointed towards a number of common barriers in mathematics that often prevent children from making progress – **the bits of mathematics children find difficult to learn**, which are often the bits that are more difficult to teach.

Whilst levels are now gone from the curriculum, these ‘bits of mathematics that children find difficult to learn’ will remain the same. They are comprised of key mental skills and concepts that underpin fluency and understanding in number and calculation, therefore the “Overcoming Barriers” resources are still relevant and useful in helping to plan for bespoke intervention – as well as informing quality first provision – so that most children (at least 85%) keep up with the demands of the new curriculum year on year.

In the ‘Securing Levels’ section of the original resource, there is also a series of booklets entitled ‘What I can do at Level (x)’. Similarly, these offer a series of ‘I can’ statements which can be supportive in finding out where pupils have gaps in their learning.

Finally, in the ‘further materials’ section were the National Strategy’s ‘Pitch and Expectation’ documents. Many exemplars from these publications are included within the NCETM support materials for the new mathematics curriculum at <https://www.ncetm.org.uk/resources/41211> within their planning tool under ‘exemplification’). Particularly useful is the ‘Pitch and expectations year 6-7’ document which includes examples of level 5 questions.

This resource is also currently referenced on the National STEM centre website (Science, Technology, Engineering and Maths <http://www.nationalstemcentre.org.uk/elibrary/maths/>).