School Improvement in Mathematics for All Learners

Does your school foster a culture of aiming high for all learners? Follow this self-audit to help you reflect on this for your own school.

- Do all teachers enjoy teaching mathematics, convey a sense of enthusiasm about it and actively promote it to children as an enjoyable subject where they can, and should, achieve well?
- Do all children enjoy learning mathematics and believe that they can be successful mathematically – in school, at home and outside the classroom?
- Do all teaching staff have a clear sense of why mathematics is important for the development of all children?
- Are staff kept informed of the best pedagogical approaches in maths and do they work together to apply them?
- Do staff have opportunities to develop their mathematics teaching approaches to maximise achievement for all their children?
- Do all parents, governors and other stakeholders present and encourage a positive image of mathematics?
- Is there a ‘mathematics-rich’ environment around your school to positively influence children’s perceptions about mathematics?
- Is there a ‘buzz’ about the school for mathematics-related activities and events?

Use the following 5 key levers as a framework for plotting your journey to outstanding achievement in your school.

1. Establish a culture of high achievement for all
   - Instil the belief that high achievement is possible and should be the aim
   - Ensure the senior leadership team provide the lead on high achievement and that the mathematics subject leader embodies it
   - Provide an unerring focus on the progress of pupils, both collectively and individually, and expect that all pupils should achieve at least the expectation for their year group
   - Make it clear the school will not give up on any pupil, no matter how challenging and time-consuming this might be.
2 Provide a challenging and engaging curriculum for all
   - Ensure it is well-structured with clear and ambitious aspirations for all learners
   - Build in problem-solving and using/applying mathematics as well as all required concepts, skills and understanding
   - Develop medium-term plans which support teachers in maintaining high expectations
   - Put in place minimum expectations for each year group that enable achievement of at least the expectation for their age group for all learners and higher than this for many.

3 Implement a rigorous assessment and tracking of the progress of learners
   - Ensure there is regular monitoring of the progress of all learners and timely response and/or intervention is established for those falling off the expected trajectory
   - Put into place identified strategies and programmes for intervention and support which is aimed at getting learners who are falling behind back on track
   - Set ambitious targets for learners and provide support to help them strive towards them.

4 Ensure a high-quality teaching and learning classroom experience
   - Give learning the priority rather than teaching, with a sharp focus on learners, their engagement and the progress they make
   - Ensure good practice is sought, identified and shared – developed with external input where necessary – and effective learning resources are used well.

5 Provide high-quality, regular teacher development at a whole-school and individual level
   - Schedule regular staff meetings which focus on teaching and learning issues in mathematics and sharing developing practice
   - Ensure the school is a ‘learning organisation’ and engages in effective continuing professional development for mathematics including action research, sharing practice and coaching or mentoring
   - Encourage debate and development about the pedagogy of the classroom, facilitated through whole-school continuing professional development and at an individual level.

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