

Translating the Subject – Maths

<p><i>What will you see in Maths lessons?</i></p> <ul style="list-style-type: none"> • Books on desks and RP on the board for students as they enter the classroom • Teacher greets the students at the door as they enter • Clear modelling of examples which are written in books • Plenty of opportunities for students to practise and develop new concepts • The use of mini whiteboards to ensure whole-class participation • The use of open and closed questions • Challenge built in throughout the lesson • Structured tasks scaffolded appropriately which increase in difficulty • Students have the opportunity to progress their learning at their own pace and subsequently can apply this new knowledge to unfamiliar topics 	<p><i>What formative assessment will you see in Maths?</i></p> <ul style="list-style-type: none"> • Date and title underlined • Centre margin • Clear examples from the teacher written down • Question number and all workings shown with final answer underlined • Worksheets marked and stuck in • Self and peer assessment (SA or PA) marked in green • Two learning checkpoints per half term • Assessment support sheets stuck in at the start of each half term • Half term assessments stuck in books • Homework tracker on the inside front cover
<p><i>What will you see in students' Maths books?</i></p> <ul style="list-style-type: none"> • Mini whiteboards • Hinge questions e.g. choice of 4 using ABCD cards • Questioning • Homework • Exit tickets • Retrieval practice activities 	<p><i>What are the faculty reading and discussing, and why?</i></p> <ul style="list-style-type: none"> • Rosenshine's 17 principles of learning to improve learning in the classroom • The research review series in Mathematics to move us to an outstanding department • Any reading forwarded by the T&L SLT link to improve our CPD • The metacognition handbook - A practical guide for teachers and senior leaders to develop understanding of how learners learn best