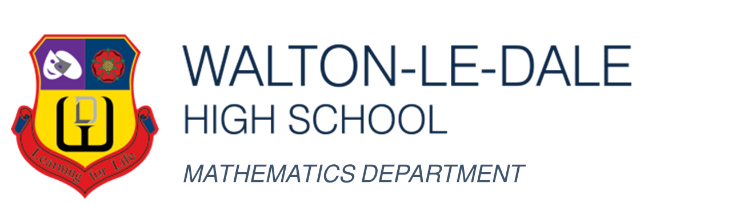
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1. Increased challenge across all years / Y11 progress outcomes / Grade 5 percentage
2. Increased recall & retention - especially for key skills
3. Develop independent learning skills and affection for the subject

**TEACHERS REVIEW LAYOUT / PRESENTATION DURING ASSESSMENT MARKING**

**STAFF INSET TO ENSURE THEY ARE AWARE OF NEW YELLOW SHEET ASSESSMENT FOCUS**

**DATA USED TO INFORM GROUP MOVES IF REQUIRED**

**MOCK / SUMMER EXAMINATION ANALYSIS OF TOPICS**

**INVESTIGATE EXTRA-CURRICULAR OPPORTUNITIES (POST COVID)**

**COLLABORATIVE PLANNING DISTRIBUTED ACROSS MATHS TEAM**

**TRACKING OF HOW SCHEMES ARE BEING ADAPTED**

**LEVEL 3 FOR HIGH ABILITY YEAR 11 (IF CORE CURRICULUM IS SECURE)**

**LINKING OF MATHS CURRICULUM TO “ASPIRE”**

**ADAPTED TO GET PUPILS BACK ON TRACK BY SUMMER**

* ‘Yellow sheet’ assessments
  + Revised focus – now used as a tool to inform staff
  + Prior knowledge / quick checks /
* HegartyMaths feedback by staff
  + Replacement for general marking of classwork books
  + Allows students to message staff with specific issues
* End of unit summative assessment
  + After each topic / pair of topics
  + Testing for recall and retention
* Past paper practice
  + Year 11 every two weeks
  + Marked to examination standard and graded
  + Feedback lesson focussed on problem topics
  + QLA grids completed and analysed to inform planning and teaching
* Baseline Assessment / KS2 teacher assessment data
  + Year 7 on entry

**ASSESSMENT**

INFORMS STUDENTS WITH ISSUES

INFORMS AREAS FOR DEVELOPMENT

* One-off lessons to address / reteach areas which require support
* Targeted HegartyMaths homeworks to allow individual students to work on individual areas of weakness
* Interleaved starters to address issues with key skills and / or retention
* ‘Off-line’ support from staff through MS Teams / email / HegartyMaths comment system – allowing students to access help outside of lessons when break / lunch / after school support is not available
* Pupil access to HegartyMaths for supported self-study – assessments and class resources linked to HegartyMaths videos/tasks
* Pupils selected for support based primarily on progress over attainment
* Key cohorts monitored and built into decisions on which students to target

**INTERVENTION**

**DEPARTMENTAL IMPROVEMENT PLAN 2020/21 – Key Priorities**

**YEAR 11 TRACKER TO MONITOR TOPICS TAUGHT**

**COMPARE TO PREVIOUS ATT8 ESTIMATES TO GAUGE PROGRESS**

**TAILORED STARTERS BASED ON SoW – ALLOWS TOPICS TO BE REVISITED REGULARLY**

**LIVE STREAMING OF LESSONS WHERE PUPILS ARE ISOLATING TO SUPPORT HOME STUDY**

**LIAISON WITH MENTORS / PCs / PARENTS**

**PARENTAL INFORMATION ON HEGARTY MADE AVAILABLE**

**PPT TEMPLATE TO REINFORCE STANDARDS**

**STANDARDS DISPLAYED IN CLASSROOMS**

* Regular learning walks
* Procedures looked at to monitor without collecting in pupil books
* Homework audits / pupil voice
* Monitoring of lesson planning

**EVIDENCE**

* Common presentation and layout
* ‘Signposting’ of students’ work
* Standard of teacher vocabulary in lessons
* Common approach to ‘standard’ methods used
* Weekly setting of homework and sanctioned in line with policy
* Collaborative planning programme across all year groups

**CONSISTENCY / STANDARDS**

**WHOLE DEPARTMENT INVOLVED TO SHARE BEST PRACTICE**

* Revised last year – now need checking and adapting to ensure all ancillary aspects are included.
* Core scheme, differentiated at each ability cohort (level ladders) – “teach to the top” philosophy
* Identification of prior learning - links to start point and avoids reteaching
* Sequencing choices made explicit
* Identification of key vocabulary
* Ensure methods do not limit challenge – teaching for understanding not just methods
* Increased use of rich tasks and contextual examples in lessons
* Identifying and addressing common misconceptions
* Built in interleaving through starter tasks
* Links to online resources
* Further study ideas (history of maths, related interesting topics)

**SCHEMES OF WORK**