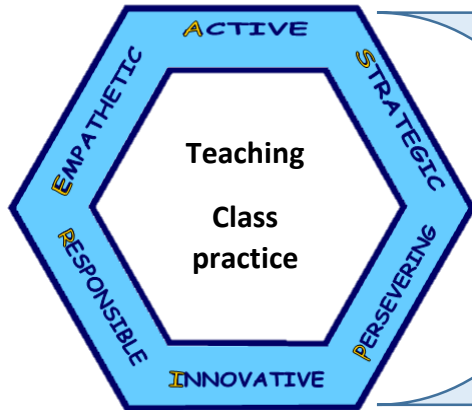


Shakespeare Junior School

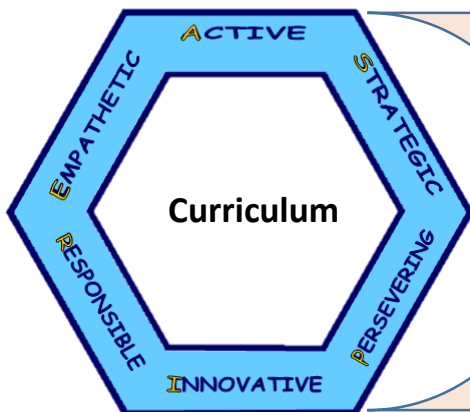
Why Maths is 'GOOD' at SJS



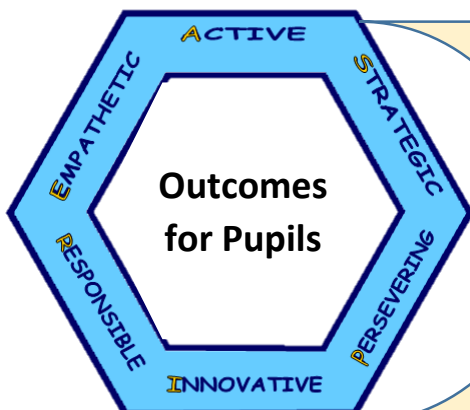
- Teaching across the school is consistently 'good' or better.
- Classes are in mixed ability – cut away groups are planned in daily which is based on previous learning. Teachers identify and support effectively those children who start to fall behind and intervene quickly to help them to improve their learning.
- There are high expectations for presentation within the books.
- Teachers have planned, coached and reviewed in pairs to develop practice.
- Regular drop ins, formal observations and performance management reviews are in place with clear guidance on feedback. Teachers are given time to reflect and review on personal targets. Milestones for moderation are in place and are conducted half termly.
- Teachers allow sufficient time at the beginning and the end of each lesson for children to review marking and their own work to develop better independent thinkers.
- Every class has a working wall, focusing on purpose and audience, good modelling, spelling pattern of the week, MUST targets and prompting for children
- .to evaluate their work.
- Teachers use questioning skilfully to probe pupils' responses so that pupils have a better understanding of new concepts. Teachers also use questioning to tackle pupils' misconceptions.



- Maths interventions are planned after the session to enable pupil's to 'keep up'.
- Marking is completed daily so children can respond at the beginning of the next lesson.
- Teachers base their assessment for learning on the year group's end of year interim targets.
- Assessment stickers are used in each lesson for children and teachers to identify the skills being taught.
- Daily planning has been developed so that AFL is the fundamental part of each lesson – prompting the children on what they need to improve.
- Daily marking is based on previous feedback on next steps, challenge or consolidation. This is consistent with the schools marking policy.
- Children develop the capacity to learn from mistakes by using editing pens to assess, edit and improve their work.



- Effective MTP is now linked to the New Curriculum. It is planned as year groups to reinforce expectations and set clear tasks that challenge the children.
- Where possible, planning is linked to real life context.
- All children are encouraged to apply their APSIRE values when learning Maths.
- Children are encouraged the rehearse their mental maths skills using an online provider called Sumdog.
- Teachers have secure subject knowledge to plan learning that sustains children's interest and challenges their thinking.



- All year groups are on target to meet or exceed targeted expectations by the end of the year.
- Children can identify their next steps on the learning journey through precise feedback.
- Children are becoming more confident and independent when reflecting on their own work.
- We encourage all pupils to work with positive attitudes through our school values ASPIRE.
- Teachers promote equality of opportunity ensuring all children fulfil their potential.