

HIAS MOODLE+ RESOURCE

Questions to Consider for Leading and Managing a Mathematics Department

HIAS Maths Team
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Overview

In this document

You will find questions to support your thinking when carrying out the self-evaluation

Points to consider when using this resource

This can be used in conjunction with the self-evaluation document or to support a mathematics departmental audit.

Teaching and Learning

How well is pupils' progress assessed and monitored? Are lesson plans adapted to take account of assessment information?

Do teachers have excellent subject knowledge and understanding? Are they able to make this accessible to pupils?

Do lessons have clear learning objectives and use a wide range of teaching strategies to address the needs of learners?

Is classroom management consistently good with well-established routines?

Do pupils understand what is required of them, how well they are doing and how they can improve?

Are lessons well-paced and appropriately pitched?

Are activities and demands matched to pupils' needs?

Is teaching stimulating and challenging for all pupils?

Is a variety of teaching methods used?

Are lessons appropriately differentiated to address the full ability range in your subject area?

Are there opportunities to enrich the curriculum by bringing in expertise and experience from outside the school? What specific activities have you organised in your subject area or year group?

Have you made specific links with work experience in your subject? Do you build on or incorporate any activities related to work experience into your subject area? How does your subject contribute to the development of relevant work-related skills?

Others

How do supply teachers feel about the school and your curriculum area in particular?

Continuing Professional Development

Ensure regular discussion with your team about teaching and learning. Ensure that it is a standing item on team meeting agendas.

Provide opportunities for teachers to share good practice with other members of the team.

Create opportunities for formal feedback from pupils about teaching and learning in your subject area or year group.

Clarify CPD requirements for staffing your subject or year team through performance reviews.

Ensure that CPD contributes to improvements in teaching and learning. Create feedback time for the subject or year team.

Build in time to share practice. Set up coaching pairs or trios to work on particular teaching techniques.

Invite team members to deliver training, thus building capacity and utilising skills and knowledge.

Scrutinise lesson plans and schemes of work; organise collaborative planning sessions to address the weaknesses identified.

Sustainable Improvement

Do you show clear vision, a sense of purpose and high expectation for your department and staff you lead?

Involve others in aspects of leadership and management, ensuring a sense of teamwork and collaboration.

Do you hold regular team meetings? How do you foster collaborative approaches?

Provide opportunities for regular and systematic team review of progress and priorities

Provide opportunities for identification of training needs; follow these up with CPD (internal or external).

Support strategies for dissemination of good and consistent practice.

Do you contribute effectively to school transfer of pupils to ensure strong continuity of learning and support?

Support and follow up external agents' comments and activities.

Devise a development action plan based on pupil outcomes as part of the school improvement cycle.

Pupil Voice

Do you have any formal processes for collecting pupil views about your subject or development area or year group experience?

Use surveys, questionnaires or pupil interviews to collect formal feedback.

Ensure that you consider a variety of sample sizes and collection methods, e.g. organise a written evaluation or questionnaire from a small sample, a tick box questionnaire from a whole group of pupils, a conversation with pairs of pupils.

What do you do with the information that you collect?

How do you collect evidence about your pupils' attitudes to lessons in your curriculum area? Do pupils enjoy coming to learn in your subject or year?

Do particular individuals or groups of pupils reveal negative attitudes or poor behaviour? How have you investigated the causes?

What do pupils feel needs improvement and what action is being taken?

Parents Views

What percentage of parents/carers attend parents' evenings or pupil review interviews?

What do parents/carers and learners think of your curriculum area?

Invite parent/carer feedback on initiatives you have instigated.

Do you involve and inform parents/carers fully as partners in providing for the particular needs of their child?

Are parents/carers provided with good quality information about your subject or aspect and how well their child is making progress?

Are parents/carers systematically provided with useful, relevant information e.g. aims, programmes of study, expectations, standards and progress?

Are parents appropriately contacted to convey extra information or seek further support, e.g. on intervention, attendance, underachievement, homework, attitude and behaviour?

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