

Improving the quality of teaching and learning in a specific area of the mathematics curriculum

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A recent project I have led in school was part of a focus on improving the teaching and learning of maths. The piece of work was driven through data analysis, which took place alongside the school's assessment manager, following the KS1 and KS2 statutory tests. The data analysis showed clearly the areas of strength in maths teaching and the areas that needed to be developed. The area that was a weakness in both KS1 and KS2 was fractions and this had also been identified as an area of concern when the SLT had conducted work and planning scrutinies.

CPD sessions were delivered to all year groups (Year 1 – 6) focusing on fractions subject knowledge. During these sessions there was a focus on the subject knowledge required to teach fractions in each specific year group and the progression of fractions through the primary curriculum. Following straight on from these sessions, I spent time with each team planning a unit of work that was based around fractions.

After the half term break I then returned to complete observations of the fractions lessons alongside other SLT members. Individual feedback was provided for all teachers with 'what went well' and 'even better ifs' and then a coaching plan put in place for all teachers to continue to develop their pedagogy. All of the individual feedback was then collated to give an overview of the strengths in the teaching seen and the areas of development which then need to be added into the maths action plan.

Data analysis was then completed during the next round of internal assessments in the school to see the impact of the work completed.