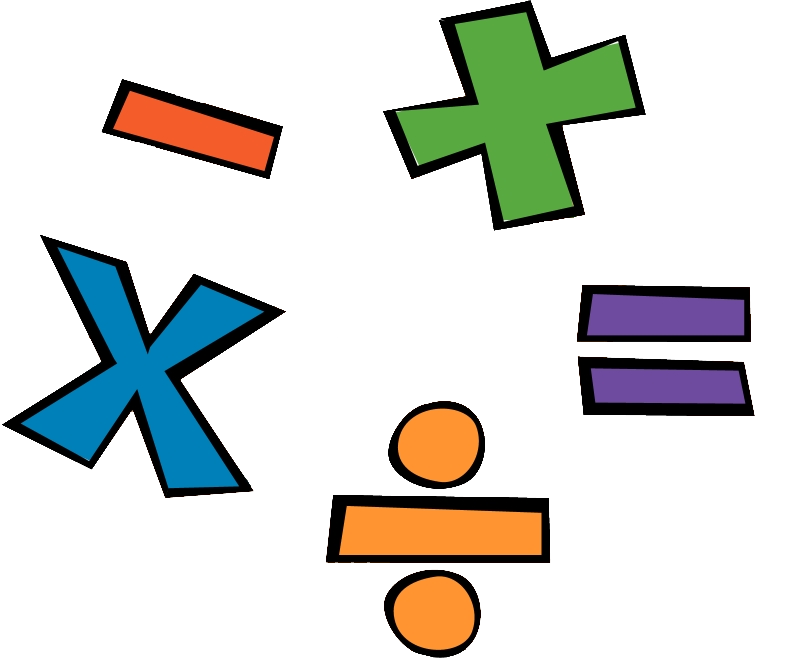


**Mathematics Subject Leaders Work Book**

****

**Name: …………………………………………………**

**School: …………………………………………………**

**LA / Trust: …………………………………………………**

**Date: …………………………………………………**



**Mathematics Subject Leaders Work Book**

This, and subsequent resource work books, have been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This Maths Subject Leaders Work Book is the companion document to the Maths Subject Leaders Resource File.

*(There are subject leaders resource files & work books for the following subjects: Art & Design; Computing; English; Design & Technology; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science.)*

The structure of each work-book follows the same format:

***Part A: subject leader audit questions Pages 3 - 4***

***Part B: snapshot www/ebi for Maths Page 5***

***Part C: Statement of curriculum intent Page 6***

***Part D: Maths & cultural capital Page 7***

***Part E: Subject leaders response to Ofsted’s May 2021, research report into Maths Pages 8 - 11***

***Part F: Annual monitoring calendar Pages 12 - 20***

***Part G: Maths Self-Evaluation report Pages 21 - 24***

***Part H: CPD log Pages 25 – 26***

***Part I: Subject leaders development plan Page 27***

***Part J: Meeting the needs of pupils with SEND Pages 28 - 36***



**Part A: Subject leaders audit: Mathematics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Notes** | **Completed** | **Date** |
| Am I clear about the N.C. Aims for Mathematics? |  |  |  |
| Have I checked out the subject association website to identify resources for:  \* Me, as the subject leader  \* Teachers / assistants |  |  |  |
| Have I completed an audit of my own K, S & U against these aims? |  |  |  |
| Have I identified sources to support me in my own subject knowledge? |  |  |  |
| Have I written a statement of Intent for Mathematics? |  |  |  |
| In writing the statement of Intent, did I refer to paragraph 179 of D-D Resource 1? |  |  |  |
| Re: Para: 179, do I have a written response for each of the 5 bullet points? |  |  |  |
| Has this statement been approved by HT / SLT / all staff? |  |  |  |
| Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in T, L & A for Mathematics? |  |  |  |
| Have I clarified with my line manager what good / better T, L & A in Mathematics ‘looks’ like? (and hence what is not yet ‘good’ enough) |  |  |  |
|  |  |  |  |
| **Supplementary questions:** |  |  |  |
| How long have I been the subject leader for Mathematics, and what support (CPD) have I received either internally or externally? |  |  |  |
| What resources do I use to support me as a subject leader? |  |  |  |
| How have I designed the Mathematics curriculum? |  |  |  |
| What am I trying to achieve through the Mathematics curriculum? |  |  |  |
| What scheme of learning does the school follow (published or your own)? |  |  |  |
| How is this subject taught, and why? |  |  |  |
| How do children progress in this subject from one year to the next? *(Remember that* ***progress is knowing more, remembering more and being able to do more****.)* |  |  |  |
| How do you ensure that pupils retain their subject knowledge? |  |  |  |
| How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject? |  |  |  |
| What would you expect an inspector to see when they visit Mathematics lessons and speak to the pupils? |  |  |  |
| How do teachers clarify any misconceptions by pupils? |  |  |  |
| What links are made between Mathematics and other subjects does – can you give an example of where this works particularly well? |  |  |  |
| Can you tell of any examples where you have supported other teachers / assistants in subject X and the impact that this has had on their teaching / pupils’ learning? |  |  |  |

******

**Part B: Initial subject self-evaluation proforma Date:**

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

|  |
| --- |
| **Summary** |
| The key strengths in: |
| ***Teaching, learning & assessment in Mathematics are:*** |
| ***The Mathematics Curriculum are:*** |
| The main areas we need to develop in: |
| ***Teaching, learning & assessment in Mathematics are:*** |
| ***The Mathematics curriculum are:*** |

**Signed: ………………………………….. Date: …………………………**

****

**Part C: Statement of curriculum intent**

**From the Ofsted Education Inspection Framework (EIF)**

***Intent***

***Para: 196.***

In evaluating the school’s educational intent, inspectors will primarily consider

the curriculum leadership provided by school, ***subject and curriculum leaders.***

***Para: 197.***

The judgment focuses on factors that both research and inspection evidence

indicate contribute most strongly to an effective education and pupils achieve

highly. These factors are listed below.

*◼ The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.*

*◼ It is clear what end points the curriculum is building towards and what*

*pupils need to know and be able to do to reach those end points.*

*◼ The school’s curriculum is planned and sequenced so that new knowledge*

*and skills build on what has been taught before and towards its clearly*

*defined end points.*

*◼ The curriculum reflects the school’s local context by addressing typical gaps*

*in pupils’ knowledge and skills.*

***Maths: Statement of Intent (School name):***



**Part D: Maths & cultural capital**

**From the Ofsted Education Inspection Framework (EIF)**

***Cultural capital***

***Para: 203.***

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum:

*‘It (Cultural capital) is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’*

**How Maths at (School x) contributes to the development of pupil’s cultural capital**

****

**Part E: Subject leaders response to the Ofsted May 2021,research report into Maths**

* <https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics>

### *High-quality maths education may have the following features*

## Curriculum progression: the planned and purposeful journey to expertise

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *Successful curriculum progression is planned from the beginning of a pupil’s education through focusing on core content, to develop pupils’ motivation and to allow more breadth and depth later.* |  |
| *The planned curriculum details the core facts, concepts, methods and strategies that give pupils the best chance of developing proficiency in the subject.* |  |
| *The teaching of linked facts and methods is sequenced to take advantage of the way that knowing facts helps pupils to learn methods and vice versa.* |  |
| *Sequences of learning allow pupils to access their familiarity with the facts and methods they need in order to learn strategies for solving problem types.* |  |
| **What do I need to do next** |  |

**Curriculum sequencing: declarative knowledge**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *Teachers engineer the best possible start for pupils by closing the school-entry gap in knowledge of the early mathematical code: facts, concepts, vocabulary and symbols.* |  |
| *Pupils are taught core facts, formulae and concepts that are useful now and in the next stage of education.* |  |
| *Teachers help pupils develop their automatic recall of core declarative knowledge, rather than rely on derivation, guesswork or casting around for clues.* |  |
| **What do I need to do next** |  |

**Curriculum sequencing: procedural knowledge**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *Teachers teach younger pupils non-distracting and accurate mathematical methods that encourage them to use recall over derivation.* |  |
| *Teachers plan to teach older pupils efficient, systematic and accurate mathematical methods that they can use for more complex calculations and in their next stage of learning.* |  |
| *Teachers help pupils to use these methods to see new connections of number, geometry and time.* |  |
| *Teachers encourage pupils to use core mathematical methods rather than resort to guesswork, cast around for clues or use unstructured trial and error.* |  |
| **What do I need to do next** |  |

**Curriculum sequencing: procedural knowledge**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *Teachers teach useful, topic-specific strategies to pupils, as well as how to match them to types of problem.* |  |
| *Pupils are confident using linked facts and methods that are the building blocks of strategies, before strategies are taught.* |  |
| *Teachers encourage pupils to use core, systematic strategies rather than resorting to guesswork or unstructured trial and error.* |  |
| **What do I need to do next** |  |

**Curriculum sequencing: meeting pupils needs**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *New content draws on and makes links with the content that pupils have previously acquired.* |  |
| *Curriculum progression is by intelligent design rather than by choice or chance.* |  |
| *Rehearsal sequences align with curriculum sequences.* |  |
| *Pupils who are more likely to struggle or who are at risk of falling behind are given more time to complete tasks, rather than different tasks or curriculums, so that they can commit core facts and methods to long-term memory.* |  |
| **What do I need to do next** |  |

**Pedagogy: new learning**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| *Teachers remember that it is not possible for pupils to develop proficiency by emulating expertise, but by emulating the journey to expertise.* |  |
| *Systematic instructional approaches to engineer success in learning are incorporated into all stages and phases.* |  |
| *Teachers aim to impart core content in alignment with the detail and sequence of the planned curriculum.* |  |
| *Teachers help pupils to avoid relying on guesswork or unstructured trial and error.* |  |
| **What do I need to do next** |  |

**Pedagogy: consolidating learning**

|  |  |
| --- | --- |
| ***Main findings*** | ***My commentary*** |
| Educators plan to give pupils opportunities to consolidate learning that:   * go beyond immediately answering questions correctly |  |
| * involve overlearning |  |
| * align with the detail and sequence of the curriculum |  |
| * are free of distraction and disruption |  |
| * strike a balance between type 1 and type 2 practices |  |
| * avoid creating a reliance on outsourced memory aids or physical resources |  |
| * help pupils to avoid relying on guesswork, casting around for clues or the use of unstructured trial and error |  |
| **What do I need to do next** |  |

**Assessment**

|  |  |
| --- | --- |
| **Main findings** | **My commentary** |
| *Pupils are well prepared for assessments through having learned all the facts, methods and strategies that are likely to be tested.* |  |
| *Teachers plan frequent, low-stakes testing to help pupils to remember content.* |  |
| *Lessons incorporate timed testing to help pupils learn maths facts to automaticity.* |  |
| **What do I need to do next** |  |

**Systems at the school level**

|  |  |
| --- | --- |
| **Main findings** | **My commentary** |
| *School-wide approaches to calculation and presentation in pupils’ books.* |  |
| *School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.* |  |
| **What do I need to do next** |  |



**Part F: Annual monitoring Calendar**

1. ***Exemplar calendar***
2. ***Your version***
3. ***Checklist: groups***
4. ***Annual overview***
5. ***Evidence collected against NC Aims***

***1) Exemplar calendar***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| **September** | xxx | week 3/4: talk to pupils about experiences in subject last year | if new to post, search out pupils work from previous year to get an overview of learning against the subjects NC Aims | meet with teachers to clarify  ‘understanding’ of NC Aims / expectations for end of topic ‘goals’ |
| **October** | learning walk in EY / KS1 / L & U KS2 (e.g. visits to YN, Y2, 4 & 6) | talk to pupils\* in those classes you’ve visited | **\*** always try to talk to pupils with ‘samples’ of their learning with them | always feedback the www/ebi from any monitoring / review activities |
| **November** | learning observations in e.g. a selection of YR, 1, 3 & 5) | ditto above | ditto above | ditto above |
| **December** | xxx |  |  | Gather feedback from Teachers from Term 1 (re: www/ebi)  Prepare termly update of www/ebi’s |
| **January** | xxx | talk to pupils about experiences in subject last term |  | meet with teachers to clarify  ‘understanding’ of NC Aims / expectations for end of topic ‘goals’ |
| **February** | learning walk in EY / KS1 / L & U KS2 (e.g. visits to YR, Y1, 3 & 5) (*check whether the www/ebi from term 1 are the same / improving..)* | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **March** | learning observations in e.g. a selection of YN, 2, 4 & 6) (*check whether the www/ebi from term 1 are the same / improving..)* | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **April** |  |  |  | Gather feedback from Teachers from Term 2(re: www/ebi)  Prepare termly update of www/ebi’s |
| **May** | follow-up learning observations / walks to assess whether the www’s are still www’s and whether any ebi’s have moved in the direction of a www | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them |  |
| **June** | follow-up learning observations / walks to assess whether the www’s are still www’s and whether any ebi’s have moved in the direction of a www | talk to pupils\* in those classes you’ve visited | **\***always try to talk to pupils with ‘samples’ of their learning with them | Gather feedback from Teachers from Terms 1-3 (re: www/ebi) |
| **July** |  |  |  | Gather feedback from Teachers from Terms 1-3 (re: www/ebi)  Complete subject self-evaluation report / action plan for the next academic year |



**ii) Your version**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

**iii) Checklist:** Have I included as many as possible of the following ‘groups’ of pupils?

|  |  |  |
| --- | --- | --- |
| **Group** | **When** | **Who** |
| **EYFS** |  |  |
| **KS1** |  |  |
| **KS2 (lower)** |  |  |
| **KS2 (Upper)** |  |  |
| **LAP / MAP / HAP** |  |  |
| **DA / non DA** |  |  |
| **Pupils with SEND** |  |  |
| **EAL pupils** |  |  |
| ***(what other ‘groups’ do you need to focus on?)*** |  |  |

**iv) Annual overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice** | **Pupil work** | **ANO** |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

**v) evidence collected against NC Aims**

|  |  |  |  |
| --- | --- | --- | --- |
| **NC AIms** | **become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, ….** | **reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language** | **can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.** |
| **Yr N www** |  |  |  |
| **Yr N ebi** |  |  |  |
| **Yr R www** |  |  |  |
| **Yr R ebi** |  |  |  |
| **Yr 1 www** |  |  |  |
| **Yr 1 ebi** |  |  |  |
| **Yr 2 www** |  |  |  |
| **Yr 2 ebi** |  |  |  |
| **Yr 3 www** |  |  |  |
| **Yr 3 ebi** |  |  |  |
| **Yr 4 www** |  |  |  |
| **Yr 4 ebi** |  |  |  |
| **Yr 5 www** |  |  |  |
| **Yr 5 ebi** |  |  |  |
| **Yr 6 www** |  |  |  |
| **Yr 6 ebi** |  |  |  |

**Monitoring Calendar (Summary)**

|  |  |  |  |
| --- | --- | --- | --- |
| **NC AIms** | **become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, ….** | **reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language** | **can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.** |
| **Yr N** |  |  |  |
| **Yr R** |  |  |  |
| **Yr 1** |  |  |  |
| **Yr 2** |  |  |  |
| **Yr 3** |  |  |  |
| **Yr 4** |  |  |  |
| **Yr 5** |  |  |  |
| **Yr 6** |  |  |  |

**Overall Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **NC AIms** | **become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, ….** | **reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language** | **can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.** |
| **www** |  |  |  |
| **ebi** |  |  |  |



**Part G: Mathematics: Quality of Education (Good)– exemplar**

*This is the authors initial interpretation of a best-fit between the previous subject criteria and the current (2021) QoE (2021) criteria. (****See Subject Leaders Resource File for this information.)***

|  |  |  |
| --- | --- | --- |
| ***INTENT*** | | |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [*If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.*] |  | The curriculum is broad, balanced and well informed by current initiatives in the subject. It is designed to match to a range of pupils’ needs and interests, and ensure effective continuity and progression in their learning in the subject and in the qualification pathways they follow, including into further study.  Leaders demonstrate good subject expertise and  are well informed by current developments in  mathematics education. |
| The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [*If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.*] |  | All pupils have opportunities to solve problems and investigate although the extent to which these are integral to their learning may vary.  Links with other subjects in the school strengthen pupils’ learning in mathematics. |
| The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [*If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.*] |  | Intervention and support are focused on pupils’ individual needs so that they make good progress. |

|  |  |  |
| --- | --- | --- |
| ***IMPLEMENTATION*** |  |  |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. |  | Leaders demonstrate good subject expertise and  are well informed by current developments in  mathematics education. |
| Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. |  | Intervention and support are focused on pupils’ individual needs so that they make good progress.  A sense of common purpose is shared among those involved in teaching mathematics.  Opportunities to share practice and access subject training are good.  Appropriate support and guidance on teaching  and the curriculum is provided for the teachers. |
| Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. |  | Teaching helps pupils to see that topics are connected  and form a ‘big picture’. |
| Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. |  | Barriers to learning and misconceptions are tackled well.  Teachers have a good level of specialist expertise which  they use well in planning and teaching mathematics.  Marking identifies errors and misunderstanding and helps pupils to overcome difficulties |
| Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. |  | They use an appropriate range of resources and teaching  strategies, including practical activities and, where  appropriate, the outdoor environment. |
| The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. |  | Teaching develops pupils’ understanding of important  concepts as well as their proficiency in techniques and recall of knowledge, equipping pupils to work  independently.  They use an appropriate range of resources and teaching strategies, including practical activities and, where appropriate, the outdoor environment. |
| Reading is prioritised to allow pupils to access the full curriculum offer. |  |  |
| A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. |  |  |
| The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. |  |  |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. |  |  |

|  |  |  |
| --- | --- | --- |
| **I*MPACT*** |  |  |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. |  | Pupils understand some important concepts and make some connections within mathematics.  When investigating mathematically, most pupils are  able to reason, generalise, and make sense of  solutions. |
| Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. |  | Pupils develop a range of skills in using and applying mathematics. They are able to work independently, and sometimes take the initiative in solving problems in various contexts.  Pupils are generally fluent in performing written and mental calculations and mathematical techniques.  The use of mathematical language and symbols is mostly accurate in the presentation of pupils’ work and in discussions. |
| Pupils’ work across the curriculum is of good quality. |  | Many pupils show a developing ability to think for  themselves, and are willing to try when faced with  challenges.  Pupils are willing to learn from mistakes and false starts. |
| Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. |  | Pupils enjoy the subject and can explain its value. |



**Part H: CPD Log**

1. **CPD I have attended**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title** | **Provider** | **Actions** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **CPD I have delivered**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Title** | **Who to** | **Impact / feedback** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



**Part I: Subject leader development plan**

***Subject: ………………………………….***

***Subject Leader: ………………………………….***

***Academic year: ………………………………….***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Target** | **Record of actions taken** | **Impact / evaluation** | **Target achieved (& date)** |
| **Autumn Term** |  |  |  |  |
| **Spring Term** |  |  |  |  |
| **Summer Term** |  |  |  |  |
| **End of year summary** |  |  |  |  |

****

***Part J: Meeting the needs of pupils with SEND***

***Notes taken from***

**Teacher Handbook SEND – Embedding inclusive practice (January 2024)**

**(**[**https://nasen.org.uk/resources/teacher-handbook-send**](https://nasen.org.uk/resources/teacher-handbook-send)**)**

**Planning inclusive lessons**

* In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
* Connection making can reduce a learner’s fear of the unknown and can make them more ready to engage in the learning.
* Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
* As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

* Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
* Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
* Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History:** do pupils need a clear understanding of the difference between primary & secondary sources?

**Task:**

* *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
* *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*
* Explicit instruction needs to be carefully planned for learners with SEND.
* New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.
* All new material should be presented both verbally and visually (dual-coded) wherever possible.
* High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

**Task:**

* *Have you identified for each topic ‘high-interest, engaging materials’ that will be accessible to all pupils?*
* Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

**Task:**

* *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

**Modelling and scaffolding are key components of an inclusive lesson.**

* Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform ‘live’ research and live writing.
* A teacher / assistant ‘thinking aloud’ whilst modelling writing tasks can support learners when they progress to independent practice.
* Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
* Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
* For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

**Task:**

* *Have you identified what ‘may be’ the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in* ***Geography*** *it’s not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In* ***Science****, it is frequently: permeable; porous; pervious & absorbant.)*

**Teaching strategies that can support learners in answering whole-class questions in lessons are:**

* Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
* Co-constructing answers with peers, e.g. Think - Pair - Share
* Pre-teaching content ahead of the lesson
* Mixed-ability groupings
* Communication aids
* Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

**Strategies to Scaffold Learning**

How to support learners who struggle to access lessons because of literacy difficulties?

* Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
* Provide sentence starters and key word banks, ideally as a generic ‘literacy mat’ which can be used alongside knowledge organisers to embed common styles of geographical writing.
* As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
* Remember that **Historical;** **Geographical** **& Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
* Provide visual aids to enable learners to identify, for e.g. in **Art & Design:** artists and their work, as well as to identify equipment and media**; Design & Technology –** the tools and techniques they will be expected to use / perform**; Geography –** rivers around the world; different building styles and materials / rural and urban environments; **History –** images of where in the world specific events took place and of the people involved**.**
* Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
* Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

**Figure 1: Highly Intentional Process - Guided reading in Geography Lessons**

|  |  |  |  |
| --- | --- | --- | --- |
| **HIP stage** | **Activity** | **Rationale/ notes** | **Sample Language** |
| 0: Homework to learn vocabulary (1 week before the reading) | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) | Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic. | Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity. | This word is …. Say it back to me (my turn your turn) It means ……… It might be used like this (example 1) Or like this (example 2) |
| 2: Preview the article (1-3 mins max - be careful not to spend too long) | Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions) | Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts | We are going to learn from an article about…. Some of the things it will help us to understand are… Look out for the section about…. Basically, this means that ….. |
| 3: Teacher reads (approx 15 mins but will vary) | Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try ‘jump in’ reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer. | Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms | Now’s your chance to check that you understand, and ask any questions you may have. |

**Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons**

**(This is a task for you to complete)**

|  |  |  |  |
| --- | --- | --- | --- |
| **HIP stage** | **Activity** | **Rationale/ notes** | **Sample Language** |
| 0: Homework to learn vocabulary (1 week before the reading) | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) |  |  |  |
| 2: Preview the article (1-3 mins max - be careful not to spend too long) |  |  |  |
| 3: Teacher reads (approx 15 mins but will vary) |  |  |  |

**How can I support learners who struggle to retain vocabulary?**

* Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
* Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
* Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

**Task:**

* Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

**How can I support learners who struggle to access lessons because of numeracy difficulties?**

* Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
* Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
* Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

**Task:**

* Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

**How can I support learners who need additional time to develop conceptual understanding?**

* What will hold learners back if they don’t understand it? Identify what the ‘threshold concepts’ in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
* Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is ‘relevant’ to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
* Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
* Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
* Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

**Task:**

* Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well as: similarities / differences; cause & effect; rank in order of importance; synthesise your responses, etc

**How can I support learners who struggle with attention?**

* Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
* Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
* Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
* Plan in active breaks and opportunities for learners to move during lessons.
* Use behaviour-specific praise to reinforce effort and focus.

**Task:**

* Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from ‘past’ pupils as to what a ‘good’ example would be to share with pupils?

**How can I support learners who struggle with change and transition?**

* Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
* Build trust through positive interactions and praise.

**How can I support learners who struggle with fine motor skills?**

* Consider using frames or adhesives (**e.g. in Art & Design and Design & Technology),** masking tape) that hold down learners’ work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
* Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft ‘B’ range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
* Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
* Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

**How can I support learners who need additional time to develop conceptual understanding?**

* Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
* Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
* Showing outcomes from the previous lesson’s work can be a useful memory aid.
* Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

**Task:**

* Do you have / are you building up a bank of examples of ‘finished’ work to share with pupils, so that they can visualise the learning process / journey?

**How can I support learners who struggle with attention?**

* Starting off each lesson with a ‘hook’ - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
* A ‘chunked’ approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
* Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

**Task:**

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?