



SUMMER 2018 LESSON OBSERVATION FEEDBACK-MATHS WITH A FOCUS ON REASONING

DEVELOPMENT FROM THE AUTUMN 2017 AND SPRING 2018 AREAS OF IMPROVEMENT

- To clearly identify the learning intention and steps to success. This has improved considerably. The staff meeting on Success Criteria and Learning Objectives enabled staff to discuss teaching and learning and has had an impact on standards. A regular half-termly staff meeting on Success Criteria is being planned for next academic year.
- For classrooms to display the wide and rich writing being produced in the classrooms. Displaying writing in other areas other than the display boards such as washing lines, walls, doorways, corridors, doors etc. This has been achieved as our learning environments celebrate quality work across all areas of the curriculum.
- To continue to monitor the children's work and the impact that your feedback is having on them. Let the children have time to respond. Only mark in depth one piece of writing and one piece of maths a week. Progress in books is clearly evident and use of different tasks for feedback working well in KS2. There was clear use of effective verbal feedback in KS1.

MAIN STRENGTHS ACROSS THE ACADEMY

- Behaviour for learning from the children is outstanding.
- Learning environments are supportive and stimulating for the children to progress with their learning. Excellent use of learning walls supporting reasoning skills.
- All resources within the classroom environment are appropriate and well used for differentiation. This includes teaching assistants who asked relevant questions and were proactive with next steps to move the learning forward.
- Successful lessons used a lot of peer learning and mixed ability grouping. This enabled greater discussion and successful reasoning.
- Talk partners were used successfully within this environment and teachers modelled mathematical vocabulary effectively.
- Celebration of values and reflection time continue to be strong.
- Verbal feedback given by the teacher provided clear next steps.
- Lessons provided challenge to the children and PSP was used to deal with misconceptions and development of strategy.
- Excellent demonstration of teacher's subject knowledge.

- Lots of teachers giving the answer and asking the children to come up with the question
- Some lovely examples of Maths Mantras – don't forget that although these are mandatory in every lesson, they are a great tool to support the children's learning.
- Good use of concrete/pictorial/abstract across the school.
- Planning shows continual improvement in Learning Objectives and Success Criteria along with direct questioning and pace of lesson.

MAIN AREAS OF IMPROVEMENT ACROSS THE ACADEMY

- The most successful lessons involved talk being used regularly and effectively to cement the children's understanding in maths. This is to continue with effective use of talk partners through other subjects. When discussing in whole class sessions to use 'pause, pounce bounce' to promote class talk, as seen in irisconnect training.
- Are PSP style questions and problems embedded within your classroom?
- Is reasoning happening 2-3 times a week?