

**Report of Activity**

<b>Establishment</b>	Mill Chase Community Technology College		
<b>District Council</b>	East Hampshire District Council		
<b>DFE No</b>	4139	<b>Area</b>	East
<b>Report Recipient</b>	John Dalloway	<b>Date</b>	31 October 2013
<b>Author of Record</b>	Ione Crossley	<b>Term</b>	Autumn

**Activity Reason:** Mathematics

**Additional Focus:**

**CONTEXT**

The college has received a total of three days support, two centrally funded and one under management partnership in line with the local authority (LA) Statement of Action in response to the improvement notice notified to the College on 16 March 2012. The consultant met with the head of mathematics and deputy headteacher to review the progress. The improvement focus was to provide practical support to develop teaching in the department specifically:

1. to strengthen accurate assessment for learning and accurate levels of challenge (2av)
2. develop staff expertise in developing independent learning skills (2bi)
3. increase expertise in developing literacy and numeracy skills across the curriculum (2ci)
4. support for non-specialist teachers in the department.

**COMMENTARY****Summary of consultant's work in school:**

Initial meetings were held with the head of mathematics and senior line manager to develop the programme of support.

**Activities undertaken:**

- half day CPD work with non-specialist teacher looking at common misconceptions with number and algebra, examples of good practice on a learning walk and a variety of approaches to calculation skills
- continued support with the tutor group numeracy activities and cross-curricular work including:
  - focused learning walks
  - the development of posters for wall displays
  - some discussions with other heads of department
  - book scrutinies across departments
- mathematics specific book scrutinies to monitor marking and feedback, including a department CPD session on good practice
- learning walks throughout the department to monitor use of open tasks, questioning, pace and progression in lessons
- pupil interviews.

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From September 2013 the department has a core of four teachers, one of whom is a non-specialist and one who is new to the school. There are some behaviour management issues that the school is addressing. There is greater consistency across the department in marking and setting next steps, allowing time for feedback in the lessons. New teachers to the department are building this into their routines. Pace is still an issue with the two new teachers; although there are signs that planning is improving for both progression and differentiation. Students interviewed could see that lessons had become more structured over time but had not noticed any real difference in the teaching. All students commented that the work being set was challenging, that books were being marked and the comments were helpful. Students still thought that there was not enough variety in the activities offered in mathematics lessons, in particular would like more time to talk about and explore the mathematics. However learning walks showed that in most lessons there were more opportunities for discussion, particularly for higher attaining students. This needs to be extended to all classes and all students. Students could see the benefits of the morning numeracy sessions, and were able to explain where they used mathematics skills in other subjects. Teachers on the learning walks were able to explain the mathematics that arose in their subject areas and were keen to demonstrate this. Students talked to in lessons commented that the mathematics used in other lessons was taught or explained in the same way as in mathematics lessons. Numeracy across the school is developing well, the next step is to make it more explicit and focus on consistency in some key areas.

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### ACTION

Next steps agreed with the school:

- increase cross-curricular work with science, design technology and geography to include a mini project involving teachers from both areas
- use posters around school to highlight numeracy facts in the same way that the literacy posters are used
- focus numeracy work across the school on graphs in the first instance
- set up parents' open meetings to start increasing involvement and engagement
- build on numeracy practice in tutor times to include students focusing on learning tables they are getting wrong
- ensure challenge and extension in home work.

**Signed:**

**Date:**

**Copy To:** Headteacher  
 Chair of Governors  
 Brian Pope (AD)  
 Pam Simpson (DM)  
 Phil Munday (LLP)

Author of Record				
	Duration	Preparation	Follow Up	Charge Code
Day(s)				
Hour(s)				
<b>Total Time Author of Record</b>			<b>Day(s)</b>	<b>Hour(s)</b>
			3	