

# IVC Mathematics Department

**Sian Mawditt**

**Jo Scholten**

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**Paul Thompson**

**Ceri Johnson**

***Lead Practitioner***

***Lead Practitioner: PP***

***Lead Teacher for KS5***

***Lead Teacher for KS4***

***Lead Teacher for KS3***



**Collaboration**

**Faculty of Education, Cambridge University**

**National Centre for Excellence in Teaching of Mathematics (NCETM)**

**Cambridge Maths Hub – Livia Mitson**

**DfE Shanghai Mathematics Exchange**

## Key Strengths

**High levels of engagement and challenge**

**Collaborative approach to developing teaching**

**Embedded use of formative feedback**

**Exceptional outcomes for KS5 students and for  
Most Able at KS4**

**Reworked approach to homework and  
independent support structures proving popular.**



## Areas for Development (2017/18)

**Outcomes at KS5 for students studying the Maths Standard level course (not including Maths Studies)**

**Create a clear procedure for parents to support their children at home, and for students to study independently**

**Progress amongst Low Prior Attainers and disadvantaged students.**

**To ensure baseline attainment measures increase in 2018 when compared to 2017**

# Areas for Development (2017/18)

## **Outcomes at KS5 for students studying the Maths Standard level course (not including Maths Studies)**

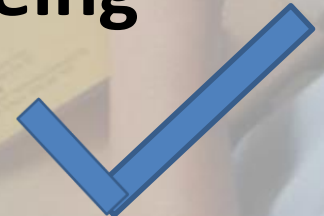
- **First term of year 12 taught as a combined Standard/Studies cohort with strict selection for those who wish to continue at Standard level**
- **New Schemes of Learning in place, including focus on exam preparation and early intervention**



# Areas for Development

**Create a clear procedure for parents to support their children at home, and for students to study independently**

- **Use of Mathswatch website with clips explicitly linked to the schedule of learning across the school**
- **Better links of communication with parents via Moodle so that they can see what is being studied**





# Areas for Development (2017/18)

**Progress amongst Low Prior Attainers and disadvantaged students.**

- **New curriculum promoting understanding over rote learning**
- ~~**English and Maths Challenge in KS4**~~
- **House support system in KS3**
- ~~**Mathematics Mentor Programme in Year 11**~~
- ~~**Use of Sixth form retake students to support students at KS3**~~



# Areas for Development (2017/18)

**To ensure baseline attainment measures increase in 2018 when compared to 2017**

- **Earlier movement from Higher Tier to Foundation Tier**
- **Key practitioners in borderline groups – with additional support in 11Y3**
- ~~**Intervention targeting students who need to make rapid progress**~~





# Areas for Development (2018/19)

**Progress amongst Low Prior Attainers and disadvantaged students.**

**To ensure baseline attainment measures increase in 2019 when compared to 2018 (including English/Maths overlap)**

**Improve tracking of students at KS3**

**Maximise the impact of the Booster Programme in years 7 - 11**

# Areas for Development (2018/19)

**Progress amongst Low Prior Attainers and disadvantaged students.**

- **Appointment of Jo Scholten**
- **More rigid support programme between teachers and year 11 students (to be expanded to year 10)**
- **More effective targeting of intervention resources**
- **Continued focus on conceptual understanding**

## Areas for Development (2018/19)

**To ensure baseline attainment measures increase in 2018 when compared to 2017**

- **Earlier movement from Higher Tier to Foundation Tier – formal warning letter has gone out**
- **Early “split” on X side for higher/foundation focus**
- **Fortnightly lesson dedicated to independent engagement with assessment materials**
- **Intervention material sent out**
- **Greater liaison with the English Faculty and House system.**



# Areas for Development (2018/19)

## **Improve tracking of students at KS3**

- **Refining current IMP tasks to ensure that they serve a dual purpose**
- **Automatic Faculty Report for students who are not meeting engagement expectations**
- **Intervention work set for students who are falling behind**
- **Appointment of Ceri Johnson to oversee Key Stage 3**

# Areas for Development (2018/19)

## **Maximise the impact of the Booster Programme**

- **Years 10 and 11 already have a more exam orientated focus**
- **Years 7 to 9 have moved away from a “find a worksheet on ...” approach and are now focusing more on developing problem solving skills but this is inconsistent**
- **Jo Scholten to spend next two terms re-designing the Booster Programme**