

Faculty/Subject Development Plan for: Mathematics (2021/2022)

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| Quality of Education* Continue to raise attainment for the pupil premium students, insisting they attend support/revision classes as often as required.
* Aim to increase the attainment of the least able Year 11 pupils, by using the data from the 2 mock exams and applying more formal interventions from the November exams and the RAG sheets. Also by inviting pupils who were impacted the most by the Covid disruption to attend all the classes.
* Look to close the gap between the attainment of the White British boys and the other cohorts, as the gap has widened, due to staffing concerns in the last few years. Hope to arrange small group teaching based on their tier of entry during holidays and weekends, subject to staffing availability and funding.
* Continue to develop functional skills tasks and work on improving how pupils read and interpret the literacy based questions at KS3.
* Continue to develop and use the lower school 3 tier SOW which offers more differentiation.
* Promote more consistency in the assessment and feedback process.
* Having piloted the RAG sheets last year, all staff to use these RAG sheets at KS3 to promote and improve the learning dialogue, between staff and pupils.
* Aim to develop a more consistent Homework system. This SPARX resource, which promotes personalised learning with extended tasks, instant support, and differentiated learning is to be piloted in the summer term, the system also allows pupils to recap their prior learning as part of their weekly tasks.
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| Behaviour and Attitudes* Relaunch the behaviour support rota, to allow pupils to sit in with senior faculty members, if pupils are struggling to concentrate.
* Sharing good practice, getting inexperienced to observe lessons from our more experienced staff to promote good practice and a more consistent approach to teaching and learning.
* Staff to be more consistent with issuing pride points and poor behaviour detentions, based on the school sanction ladder, in particular when issuing detentions for lack of equipment.
* At KS4, the change from 4 sets to 5 sets, will give our pupils more interaction with staff, an increased level of support with smaller group sizes, and will also ease/reduce the low level disruption.
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| Personal Development* Additional mentoring and support for the least experienced faculty members. Arranging opportunities for inexperienced staff to gain experience and knowledge.
* Sharing good practice and resources. Faculty to use the summer term when year 11 have left to collaborate with each other, to develop their teaching, with the aim to move more lessons from good to outstanding.
* Faculty to arrange a moderation workshop, to develop a consistent approach to marking, assessment feedback and exam moderation.
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| Leadership and Management* HOF to monitor through more frequent book looks the quality of diagnostic marking and the quality of the written feedback (EBI).
* HOF to conduct Learning Walks/Book looks each term
* Produce a more formal structure of the plan for the year, showing when tests, exams learning walks and book looks will occur. If specific dates can be agreed, then they can be put on the faculty calendar.
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