



What A Great Lesson Looks Like

Maths



Striving for excellence; ensuring standards of behaviour and engagement are high and create a positive climate of learning.

- Teachers nurture students in a safe environment following our school values: love, respect, hope, kindness and resilience.
- Entry Routines:**
 - Teacher is at the entrance to the classroom – meet, greet and seat.
 - Pupils enter the classroom in silence and get their equipment out on the desk and copy the Learning Objective and Date and underline. Key words copied when relevant and highlighted.
- Behaviour and Expectations:**
 - High expectations are set with regards to behaviour for learning; teachers expect students to be equipped and organised, engaging in all activities appropriately to the work that is set.
 - Front of Books have Sutton Way Standards Sticker and Prayer.
 - Teachers foster positive working relationships with students, awarding praise points and golden tickets.
 - The school sanction system is consistently used in the department. A warning is given for any failure to follow the Sutton Way and noted down on the white board and Class Charts, any further behaviour is escalated with removal to a Behaviour Hub using a radio.



Understanding, adapting and meeting the needs of all learners in order to build confidence, provide challenge and ensure success. Every student is known.

- Students are seated for success and classes set by ability.
- Teaching assistants are utilised to support all learners.
- Adaptive Teaching**
 - AFL strategies used regularly e.g. whiteboards, hunting not fishing, true/false questions, diagnostic questions, cold calling, RAG cards or exit ticket
 - PLCs and KOs used by students to track progress and support their learning. For years 7-10 PLCs and KOs are in project folders. For year 11 they are in their books
 - Exit ticket -minimum of 1 per group per week. Printed on yellow paper. Marked by teacher. Response (corrections) by students done in purple pen.



Tracking pupils progress - Hunting not Fishing. All students know how to improve; feedback supports improvement.

- Hunting not Fishing**
 - Hunting not Fishing Pads are used by all staff to track pupil progress each lesson, identifying misconceptions and adapting teaching to the needs of all.
 - Teachers use assessments both formative or summative to provide meaningful feedback and model how to improve and to contextualise students' next steps using cold calling, self-assessment white boards, diagnostic checks using RAG cards, live marking and at least one deep mark per half term.
- Marking and Feedback**
 - Books light marked for presentation issues and spellings. Frequency -once or twice a half term
 - End-of-topic tests. Printed on yellow paper. Peer-marked by students or marked by teacher. WCF every 3-4 weeks (if no end-of-topic test in this time frame then do a WCF on a piece of homework, on an exit ticket or on either books). Targets set after end-of-topic test. Student response to targets done in purple pen or on purple paper.
 - Summative assessments 3 times a year (SPCs). Choice of WCF or individual PTR for SPC assessments. SPC assessments marked by teacher. Targets set. Response by students in purple pen / on purple paper.



Transforming theory into practice. Using the latest pedagogy and subject specialist knowledge to inform teaching inside the classroom.

- All staff have access to local, trust-wide and national CPD.
- Subject Specialist knowledge is used to inform teaching and learning.
- Teacher Instruction**
- Students have a worked example copied for majority of lessons.
- Deliberate Practice**
 - Students complete practice questions on each small step / component.
 - Differentiated questions (Bronze, silver, gold or equivalent) most lessons.
 - Teachers can use any appropriate resources, not just the WhiteRose worksheets or textbooks.
 - Worksheets self-marked by pupils in purple pen.
 - Literacy / reading -emphasis on key words, word problem or an exam-style question containing more text.
 - Challenge tasks -make sure it is labelled in books (sometimes they are the gold questions on worksheets).



Organising and sequencing the Curriculum so that all students understand the context and their expected learning outcomes.

- Retrieval Practice**
Flashback activity completed by students almost every lesson (WRM or other e.g. last lesson, last month format or MathsBox skills check, etc). Students write the heading of Flashback in their books above it and self-mark in purple pen.
- Curriculum Sequencing**
 - Teachers share learning objectives and historically valid enquiry questions to contextualise the learning and highlighting key concepts/factors that have contributed to events in history.
 - Knowledge is taught in a sequential manner this is planned across the KS3 and 4 curriculum to revisit and built on prior learning with effective spacing.
 - Success criteria is shared and used / referred to during the lesson and as AFL
 - PLCs and Knowledge Organisers indicate the key concepts, core knowledge, and key vocabulary that students will learn in that unit of work



Nurturing our student's language fluency, knowledge and skills so they are equipped to be successful in later life.

- Teachers communicate, where relevant, the links between the learning and life beyond school.
- Revision strategies are explicitly taught to support acquisition of knowledge.
- Teachers frequently model learning strategies, annotation skill, analysis, planning and writing skills to develop metacognition and independence in students.
- Key vocabulary is referenced within schemes of learning and teachers explicitly teach the meaning of the vocabulary, encouraging pupils to use it confidently in the context of their own work, both oral and written
- Reading to Succeed**
 - Reading to Succeed is an expectation of all students and a culture of reading developed in each classroom. 5 minutes of each lesson is dedicated to reading.
- Homework**
Homework set for each group once per week. Have a minimum of 48 hours to complete. Year 7-9 -20-30 Mins and Year 10-11 -30-45 Mins on (MathsWatch, Dr Frost, Eedi). Set on Firefly by teacher. Retrieval task set for homework approx. once every 3 weeks.
First time students don't complete they get a warning (unless they have let the teacher know there is an issue before the due date) and an extension. If they do not complete the homework within the extension or have any more incomplete homework task then they have a 1 hour afterschool detention in Prep+. Parents need to be contacted about afterschool detentions by phone/email/Firefly/Classcharts. Warning and detentions reset each half term.

