

Observation and Grading of Mathematics Lessons

	Outstanding	Good	Requires Improvement	Inadequate
Learning Environment	<p>The teaching of mathematical vocabulary is a key part of the teaching; it is having an impact on learning.</p> <p>A full range of classroom resources and specific lesson resources are used and distributed with minimal disruption.</p> <p>The LSA is deployed strategically, is actively engaged with learners who make above average progress as a result.</p>	<p>Key mathematical vocabulary is displayed and referred to during the lesson.</p> <p>Resources well prepared and routines for their distribution are established</p> <p>LSA is deployed strategically to support individuals and/or groups</p>	<p>Mathematical vocabulary available if children choose to use it</p> <p>Resources prepared</p> <p>LSA works alongside groups of children to ensure they remain on task</p>	<p>No key mathematical vocabulary displayed</p> <p>Resources not prepared</p> <p>LSA has little or no impact on learning</p>
Planning and Progress	<p>Learning objectives permeate the lesson. An effective system for sharing, reflecting on and assessing them is in place.</p> <p>Children are involved in developing success criteria, which are referred to throughout the lesson and used for self, or peer evaluation.</p> <p>There is a shared and understood link between previous learning and the lesson. Preparation is made to link learning to the next lesson.</p> <p>Tasks are carefully design, chosen and adapted to meet the needs of the full range of learners.</p> <p>Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended; children articulate and communicate their mathematical learning; wider implications and links are clarified; links made to future learning.</p> <p>All children engage fully with the learning and demonstrate that they have made good progress.</p>	<p>Learning objectives are referred to throughout the lesson and form the basis of the plenary. Learning objectives are distinguished from context.</p> <p>Clear success criteria are planned and developed before the task. Examples of success are shared in the lesson and the plenary.</p> <p>Clear links are made to previous learning and the lesson clearly builds on this.</p> <p>Tasks are planned carefully to meet the learning needs of three core groups of learners (lower, middle and higher attainers) with some provision for SEN and G&T.</p> <p>The Plenary effectively summarises the learning; examples of work that exemplify the Learning Objectives and Success Criteria are shared; children are actively involved including peer/self-evaluation.</p> <p>All children make progress and most fully meet, or exceed the expectations.</p>	<p>Appropriate learning objectives are shared at the beginning and end of the lesson.</p> <p>Success Criteria are shared in the lesson as a general guide.</p> <p>Previous learning is referred to in the introduction, but only as a guide.</p> <p>Task is differentiated principally by outcome or quantity of work.</p> <p>The lesson ends with a summary; reference is made to learning objectives and success criteria.</p> <p>All children make some progress in their learning, but not as much as planned.</p>	<p>Learning Objectives are not shared, or do not reflect the teacher's intention.</p> <p>Success Criteria are not shared; the children do not know what constitutes success.</p> <p>No reference made to previous learning.</p> <p>Tasks are not clearly differentiated.</p> <p>The plenary, if done, only refers to what has been done; does not offer opportunities to reflect on learning.</p> <p>Some children do not make progress.</p>
Teaching	<p>The teacher uses in-depth mathematical subject knowledge to support all learners, including high attainers and to extend learning.</p>	<p>The teacher is able to make links to other areas of mathematics to support learning.</p>	<p>The teacher demonstrates adequate subject knowledge.</p> <p>The teacher uses a range of questions (open and closed).</p>	<p>There are noticeable gaps, inaccuracies or misconceptions in the teacher's subject knowledge.</p>

<p>Teaching</p>	<p>Carefully chosen open and closed questions are used strategically to explore understanding and misconceptions, and to extend children's mathematical thinking and understanding.</p> <p>The teacher clearly models expectations and indicates how to both meet and exceed the learning objective/success criteria.</p> <p>The lesson has an effective structure that injects a sense of determination and perseverance into the lesson.</p> <p>The mental and oral starter (when used) is carefully chosen and well-paced. The skills practised are relevant to the main part of the lesson, or selected for other particular reasons.</p>	<p>The teacher asks carefully chosen questions to encourage thinking and reasoning and to assess and clarify learning.</p> <p>The teacher models what the children are expected to do, referring to the learning objective and/or success criteria.</p> <p>The lesson has a clear, appropriate structure that ensures that each section is built on the last and supports the next at a pace that continues to engage the children throughout.</p> <p>Any mental and oral starter is brisk and engaging.</p>	<p>The teacher completes examples of what the children will do.</p> <p>The lesson has a clear structure and keeps to time.</p> <p>When appropriate and necessary, the lesson has a mental and oral starter.</p>	<p>The teacher does not ask the children questions.</p> <p>The teacher does not model.</p> <p>Aspects of the lesson are missing and the lesson significantly under/overruns.</p> <p>There are no opportunities to practise/rehearse mental mathematics.</p>
<p>Learning</p>	<p>The lesson is planned and presented in a way that enables the children to be actively involved throughout.</p> <p>Effective use of mathematical dialogue, including modelling, within the classroom ensures that all children have opportunities to express and discuss aspects of their learning, including with the teacher</p> <p>Work in the class is organised in a way that the children must use skills of independence to succeed, while support mechanisms are also effectively used</p> <p>The children make effective use of their Talk Partner both when directed and to support their own learning.</p> <p>The children use the Success Criteria and Learning Objectives to effectively assess their own work and learning, to identify strengths and weaknesses and to set targets.</p> <p>The atmosphere is such that children are free to ask mathematical questions, make conjectures and explore their own mathematical thoughts.</p>	<p>There are regular opportunities for the children to be actively involved throughout the lesson.</p> <p>Opportunities for mathematical dialogue are planned in the lesson and used to promote learning.</p> <p>There are regular opportunities for the children to work independently in the course of a lesson</p> <p>The children engage actively with their Talk Partner to explain mathematical thinking and the teacher uses Talk Partners strategically to support the children's learning.</p> <p>The children use the Success Criteria and Learning Objective to evaluate their own work and learning.</p> <p>The children ask mathematical questions in discussion with a Talk Partner and, at times, in the course of the lesson.</p>	<p>The children are actively involved in aspects of the lesson.</p> <p>There are opportunities for the children to engage in mathematical dialogue with each other and the teacher.</p> <p>Children have the opportunity to be independent during the lesson.</p> <p>Talk partners are used occasionally through course of the lesson.</p> <p>The children have some opportunities to assess their own work.</p> <p>The children are encouraged to ask mathematical questions with a Talk Partner.</p>	<p>Children are not actively involved in their learning.</p> <p>There are few, if any, opportunities for the children to engage in mathematical dialogue.</p> <p>Classroom practices discourage independence.</p> <p>The children are not used to working with a Talk Partner.</p> <p>The children do not carry out self-assessment.</p> <p>The children ask no mathematical questions.</p>