



<p><b>What will you see in Maths lessons?</b></p> <p>Lessons begin promptly with retrieval practice.</p> <p>New content is delivered by the teacher, modelling how to complete questions.</p> <p>Example-problem pairs are used to check for understanding before fluency is developed through individual practice. Pupils are given opportunities to practise reasoning, explaining and problem solving using the facts and methods they have been taught.</p>	<p><b>What are the common misconceptions that pupils have and make in Maths that we need to address?</b></p> <p>Teaching about misconceptions happens frequently and is embedded in our programme of study. We warn learners about the common misconceptions as we teach so they are less likely to happen. Questions are chosen to probe for any misconceptions pupils may have from earlier work, which would hinder progress, so we can address them at the earliest opportunity.</p>	<p><b>What will you see in pupils' Maths books?</b></p> <p>Maths books will contain lots of practice used to develop fluency. Pupils will have self-assessed much of this work and assessments will have been marked by their teachers. Mistakes are learning opportunities and as such are important to see. There will be evidence of examples used by teachers to provide a template for pupils to use but there will not be extended note taking.</p>
<p><b>What assessment (formative and summative) methods do we use in Maths?</b></p> <p>Formative assessment is continuous and happens through use of mini whiteboards, skilled questioning, multiple choice diagnostic questions, online platforms (drfrost.org) for homework with instant marking, regular tests.</p> <p>Summative assessments are cumulative and test what a pupil should know by the stage they have reached in their learning. Feedback on all tests is provided to help pupils identify areas needing further study and follow-up tasks are set.</p>	<p><b>Maths is about....</b></p> <p>more than just numeracy. It is about logical thinking, pattern spotting, and reasoning mathematically to make deductions, draw conclusions, and solve problems.</p> <p>It allows students to comprehend, interpret, and communicate mathematical information in a variety of forms appropriate to the information and context.</p>	<p><b>Information from the last 12 months in Maths reveals particular strengths in.....</b></p> <p>ensuring that most pupils achieve a good GCSE pass in maths to enable them to move on to the next stage of their education/career pathway.</p> <p><b>Information from the last 12 months in Maths reveals a particular focus should be on.....</b></p> <p>improving tracking of assessments by staff and action on feedback by students</p>
<p><b>What will you see in Maths at Liverpool College that extends beyond the National Curriculum and / or exam specifications?</b></p> <p>Pupils are given opportunities to take part in national maths challenges. Team challenges in Chapters 10 and sixth form are also entered. Sixth formers receive a 'maths video of the week' looking at interesting maths or uses of maths outside of or beyond the school curriculum.</p>	<p><b>Parents can help their children in their Maths studies by....</b></p> <p>always talking positively about maths, encouraging the use of drfrost.org for independent practice as well as for homework, making sure pupils have suitable equipment for maths lessons including a scientific calculator for all year groups (Casio preferred as this is what we model the use of).</p>	