

Primary Ofsted Essentials

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A happy alignment



Deep Dive Methodology

Piecing together the picture for Mathematics

From top level view

To discussion with Mathematics Leaders

To classroom visits

To pupil discussion with books

To staff from the lessons taught

Mathematics Leader Discussion

Intent – Intended curriculum

- **Curriculum** Scope & components - ambition
- Memory
- SEND – How do your plans ensure that pupils with SEND can learn and remember key facts, methods and strategies? How can you ensure that pupils with SEND practise the most useful facts and methods within lessons?
- Early Years - brisk start – closing any gaps



Mathematics Leader Discussion

- **Pedagogy** – How do you match teaching approaches to the content being learned?
- **Assessment** – Which content do you assess and why?
- **Systems** – engineering success
Staff development & research-based practice
Key groupings and development of mathematics
- **Culture** - Climate of high expectations & a love of mathematics – including wider offer



Time to discuss



How do you ensure that planning identifies all the mathematical facts, methods and strategies that pupils need to learn?

Does planning consider component content and its sequencing to build knowledge over time and create 'readiness for future learning':

- with in the lesson sequence?
- within the topic?
- within the year or phase?

How do your plans prevent pupils from forgetting what was taught and learned last week/term/year?

How do your plans ensure that pupils with SEND can learn and remember key facts, methods and strategies that they can take with them to their next stage of learning and in life?

Lesson Visits

- Curriculum as progression model – towards ambitious end points
- Can the planned curriculum be seen in practice? Is the small step journey evident within classrooms?
- Are the pedagogies described by the leader evident in classrooms? Is attention drawn to the key content determined by the planning? Carefully chosen manipulatives to expose structure and to build understanding. Are there sufficient resources available?
- Is instruction/modelling effective?
- Teacher expertise & teacher study of the textbooks (if using) to understand sequence and models. Teacher time is best spent in planning the sequence
- Adaptive practice: If pupils in one class need different things then do this. But if they are able to learn the same things and then attempt the same tasks as the rest of the class they are better off doing so. Pre-teaching to enable access. SEND adaptive practice.
- Challenge understood in terms of deepening rather than new content

Lesson Visits – time to discuss

How do you match teaching methods to the content being learned?

How do you choose the teaching approaches that give the most clarity? Exposing the underlying structures?

How do teachers ensure that key content is remembered long term?

What do teachers do to make sure that all pupils can remember and repeat the words and concepts being taught?

How do teachers make sure that pupils are thinking about content/underlying structures when using manipulatives, for example?

What assessment approaches do you use?

How do you use results of summative assessment?



Pupil discussion – pupils from lesson visits



Children & books from the lessons seen (including SEND pupils & PP)

Can pupils talk about current mathematics learning and how this builds on what they have learnt before?

Do pupils recall key learning in relation to the school's curriculum?

Do pupils enjoy the subject? Do they feel successful in mathematics?

Book Scrutiny – from the pupils who have been seen in class & spoken with

Is there a sequence & coherence in the mathematics books? Evidence of coherence and sequence – in lessons/between lessons/through units/between years

Is the practice described by the leader in terms of procedural variation etc evident within books?

Are children of all abilities enjoying success?

Is there evidence of Age-related standards?

Ambition and expectations?



Staff Discussion – with teachers from the lessons seen

- Why this – why now for the lessons today?
- How have you been supported in developing your subject knowledge?
- How are non-specialists supported?
- What supports you in developing your planning?
- ECT/experienced teachers how are they supported?

Potential timings for Mathematics Deep Dives

9.00am Meeting with Mathematics subject leader & Team inspector

9.40am Lesson visits

Breaktime. (5-6 lesson visits including EYFS)

10.45am Lesson visits

11.15am Pupil discussion without subject leader

11.40am Book Scrutiny with subject leader

12.00am Meeting with staff team or later in the day.

Thank you

