



A significant amount of time at KS4 is devoted to developing Mathematical abilities by using the bases built in KS3. The students will work on increasingly harder topics to ensure that they have the necessary strengths for their GCSEs and beyond.

Marking & feedback

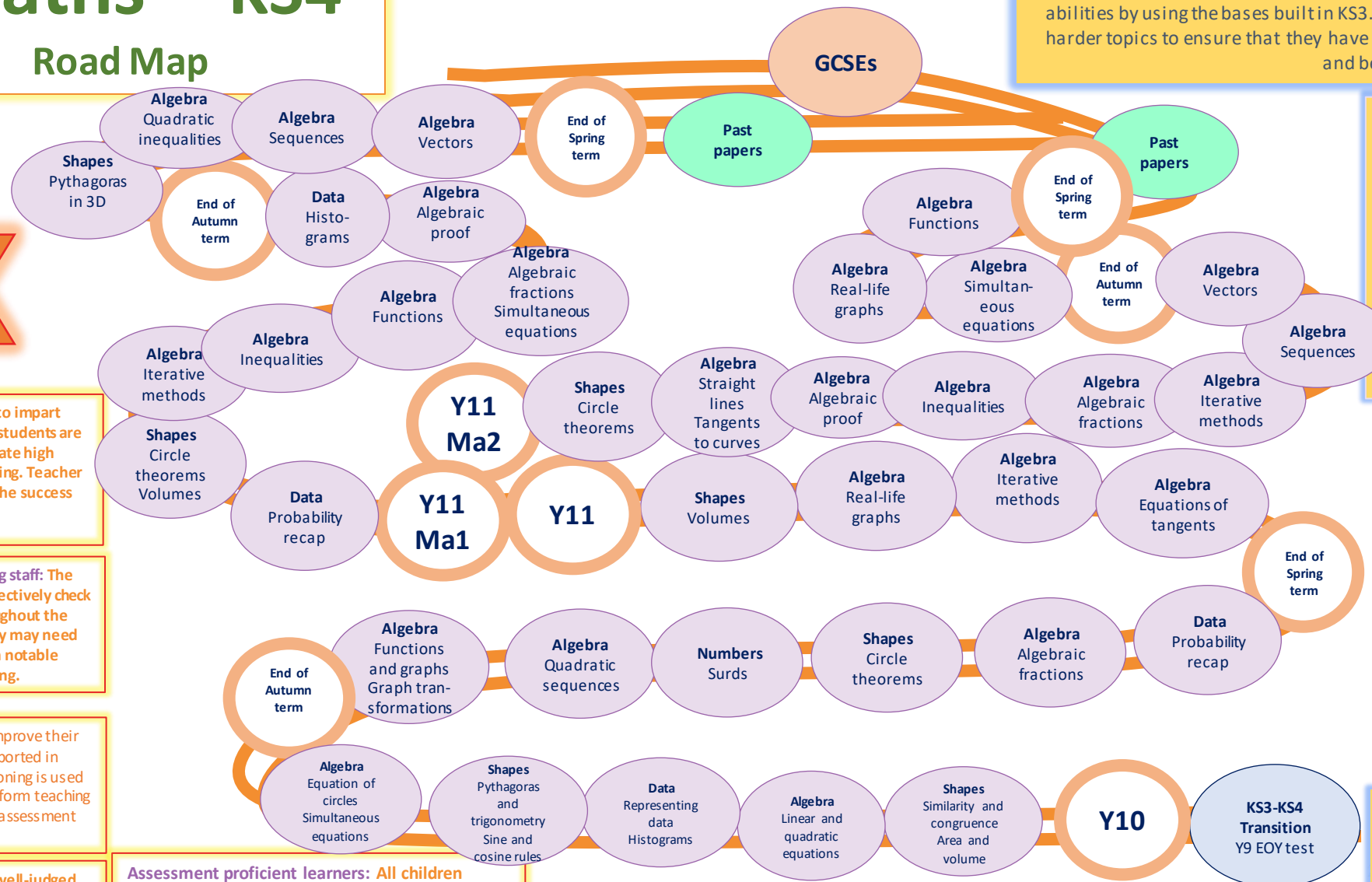
- Classwork can be peer or self marked. Teacher regularly provides in-depth marking to which students need to respond to improve the work.
 - Proactive circulation of room to give immediate feedback
- All homework marked in class on the day it's due in.

Assessment

- Summative assessment as scheduled with allocated time to determine gaps in students' knowledge and use them to plan support and intervention strategies
- Formative assessment within lessons as part of 'exit ticket' marking strategy and low stakes quizzing
- Regular low stakes quizzing to build retrieval of knowledge & build learning

Home learning

- 2 tasks set every week
- Work can be on paper or online
- Tasks centred on retrieval and retention



Specific references are made to the school's progress measures in planning. Teachers further teach to the gaps in students learning, as evidenced in Schemes of Work (SOW), progress data and external assessments.

Effective Teaching Strategies

Modelling: Allowing teachers to impart knowledge in order to ensure students are engaged in learning and generate high levels of commitment to learning. Teacher modeling is clear and against the success criteria.

Assessment proficient teaching staff: The teacher systematically and effectively check students' understanding throughout the lesson, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

Learners understand how to improve their work and are consistently supported in doing so. Very effective questioning is used to gauge understanding and inform teaching and learning. Peer and/or self-assessment will link to success criteria.

Differentiation: Teachers use well-judged and often imaginative teaching strategies that, together with clearly directed and timely support and intervention, match individual needs accurately. Planned differentiation ensures exceptional progress for all.

Assessment proficient learners: All children consistently respond to teacher marking and feedback and this will help them to make better than expected progress. Children are clear about what they are learning, how this relates to what they have done previously and what success looks like.