

Lancashire

Secondary Consultancy Support

Mathematics

Illustrative examples of support areas

1. Departmental review:

- A review of the department including attainment, learning, progress, achievement
- Support for the development of effective self-evaluation at a departmental level

2. Curriculum development:

- Devising the KS3/4 curriculum plan
- Reviewing schemes of work/learning
- Ensuring coverage of cross curricular skills
- Developing transition strategies/units
- Signposting resources
- Developing understanding and reasoning
- Developing a curriculum around remote and blended learning

3. Development of the quality of learning and teaching:

- Individual/department level coaching
- Developing a coaching team
- Moving learning and teaching from good to outstanding
- Support for strengthening pedagogy
- Planning and teaching for progression
- Challenge and engagement
- Stretching AG&T students
- Supporting pupils with SEN
- Thinking skills
- Differentiation
- Assessment for learning
- Teaching for independence
- Using assessment to support planning
- Support for non-specialist teachers
- Mental arithmetic strategies
- Written calculation strategies
- Developing understanding in space and shape
- Improving the quality of feedback to increase progress and independence

4. Development of leadership and management:

- Subject leader induction
- Enhancing the leadership and management skills of the subject leader
- Developing departmental systems and policies
- Review of departmental documentation
- Developing, implementing and reviewing the departmental development plan
- Support for raising the profile of Maths. For example: planning a Maths activity day or a Maths trail around school; planning for Open Evening

5. Monitoring and intervention:

- Developing and implementing intervention strategies
- Understanding and using data effectively
- Developing pupil tracking systems at a departmental level
- Review and/or development of departmental assessment systems
- Developing robust assessments

6. Preparation for examinations:

- Moving pupils from 4 to 5 in GCSE Mathematics
- Supporting pupils targeted for a grade 8 or 9 in GCSE Mathematics
- Tackling problem solving and using and applying questions for GCSE Mathematics
- Developing reasoning skills
- Developing revision and study skills
- Making the most of blended learning to support revision

7. Delivery of staff professional development sessions:

- Bespoke CPD on many aspects of learning and teaching
- Bespoke CPD on assessment issues
- CPD for teaching assistants
- CPD for intervention tutors
- Supporting ECTs
- Supporting new subject leaders
- Support/CPD for non-specialists

8. Cross curricular dimensions:

- Developing mathematical functionality across the curriculum
- Developing teaching of Numeracy skills in lessons
- Developing Cultural Capital

9. Working with other stakeholders:

- Supporting pupils to develop mathematical skills
- Helping parents to support their child with numeracy
- Helping parents to support examination preparation