Self-Evaluation Subject Profile

Curriculum Area - Mathematics Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessments are linked to NC Programmes of Study & level descriptions for Maths (e.g. by using past KS2 test questions)				
Specific criteria are applied when marking pupils' work e.g. by use of prepared mark-schemes				
Assessments are internally moderated by staff to ensure consistency and reliability				
There is regular and substantial marking of pupils' work				
There is regular and substantial feedback to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their planning & to set appropriate targets for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Pupils are encouraged to use assessment information to improve their own work				
Information from assessments is analysed effectively & data used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and guidance for further improvement				

- 1 =good with outstanding features
 2 =good features and no important shortcomings
 3 =good features outweigh shortcomings
 4 =some good features but shortcomings in important areas

Neath Port Talbot EDS

Self-Evaluation Subject Profile

Curriculum Area - Mathematics Evaluation Area - Subject Standards

Descriptor	1	2	3	4
Most / many pupils: -				
Can recall and understand a wide range of previous work				
Can recall key facts quickly and accurately				
Understand key mathematical concepts				
Can reason and explain work logically				
See connections between mathematical topics				
Are fluent in number in both mental and written calculations				
Use calculators efficiently where appropriate				
Make sensible estimates				
Use mathematical diagrams, graphs and notation effectively to communicate findings and ideas to others				
Choose suitable techniques to solve problems				
Can explain their methods & make general statements based on observed evidence				
Can check their results & consider whether they appear reasonable				
Identify patterns in their results				
Complete tasks and organise work well				
Use appropriate mathematical vocabulary				
Progress steadily across the sections of the programmes of study				
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Curriculum Area - Mathematics Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Good subject knowledge				
Informative exposition of knowledge & concepts				
Encourages interest & enables pupils to grasp the intrinsic fascination of the subject				
Enables pupils to perceive the role of the subject in the analysis and communication of information				
Presentation of work engages and interests pupils				
Appropriate balance of teacher exposition and individual, pair and group-work by pupils				
Rigorous questioning of pupils to probe and extend their understanding				
Pupils have sufficient opportunity to reason and explain their ideas orally using correct mathematical terms				
Encourages pupils to recall and apply number facts rapidly				
Pays due attention to consolidating and improving pupils' competence in numeracy				
Pupils have sufficient opportunities to carry out investigative work at Key Stage 1				
Pupils have sufficient opportunities to carry out investigative work at Key Stage 2				
Appropriate differentiation planned and organised for different ages and abilities of pupils				

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Curriculum Area - Mathematics Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Use a wide range of precise mathematical vocabulary and notation when speaking about mathematics				
Use a wide range of precise mathematical vocabulary and notation when writing about mathematics				
Interpret mathematical problems expressed in words and accurately convert into mathematical notation when attempting to solve them				
Select and use appropriate maths to solve practical problems , check their results and consider their validity				
Use ICT to work with real data and represent it in a number of ways				
Can justify their choice of presentation				
Use ICT to explore mathematical patterns and data and see connections				
Use ICT to make, test, modify and justify generalisations e.g. using LOGO				
Can express a sequence of commands precisely and in the correct order to create and transform shapes e.g using LOGO				

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Self-Evaluation Subject Profile

Curriculum Area - Mathematics Evaluation Area - Use of Data

Descriptor	1	2	3	4
KS1 assessments & test results are used as a basis for setting pupil targets				
KS2 assessments & test results are used as a basis for setting pupil targets				
Pupil assessments / tests are analysed at a question level				
Pupil assessments / tests are analysed at a Attainment Target / level descriptor level				
Performance trends are closely monitored (classes & subject)				
Performance is compared with other subjects in the school (subject trends & pupil scores)				
Performance is compared against / with other local schools (using LEA data)				
For Core Subjects – KS2 performance is compared with similar schools nationally using annual benchmarking tables				
Outcomes from data analyses impact upon future planning and development				

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