

# The Mathematics Department at Becket Keys School



## ***The team***

We currently have 8 mathematics teachers, ranging from those in the early stages of their teaching career, to very experienced professionals. As our school grows, we will be recruiting further teachers to join this ambitious, hard-working team.

## ***Teaching area***

Mathematics lessons are delivered in a suite of rooms in the brand new Justin Welby building. All rooms are equipped with Interactive Whiteboards.

## ***Curriculum, Assessment & Student Groupings***

Mathematics is taught in 'setted' groups from Y7, with four 50 minute lessons per week throughout KS3-4. We keep group sizes small, particularly at KS4. All Russell Education Trust [RET] schools use the same examination board, to allow us to share schemes of work [SOW] and resources. Our new SOW treat Y7-11 as a single course, so we systematically develop the skills, concepts and knowledge to be assessed at GCSE. This means, for example, regular exposure to the types of problem-solving demanded by the final exam. The department is typically good at using marking to accelerate learning, identifying 'next steps in learning', which we expect students to act on as soon as their books are returned. These include, but go beyond, SPAG errors and misconceptions, and challenging students to extend their thinking and develop their abilities as mathematicians. At Becket Keys we teach to the Edexcel syllabus for both GCSE and A level mathematics courses.

## ***Professional Development***

We take our CPD seriously, as all of us can develop our generic and subject-specific expertise. Department meetings focus on sharing ideas, jointly planning lessons, moderating assessments and generally making ourselves better at teaching maths. We review students' progress every six/seven weeks, talking through strategies for addressing the learning needs of individuals, teaching groups and cohorts. Levels are reported back to parents via the VLE every six/seven weeks. We benefit from work scrutiny, learning walks, and longer observations by RET advisors and our senior team, which help us focus on what works well and where we need to adjust our practice. The RET mathematics network provides regular opportunities for Trust-wide training, and for meeting our counterparts in the four other RET schools, with RET mathematics advisors frequently in school, to work with teachers on developing the sort of teaching approaches demanded by the new GCSE exams.