

## Calculations

- Identify where learners use calculation as part of their learning
- What methods and terminology do you/the learners use?
- How is calculation used as part of the learning across the department and in the different subject disciplines?
- Do teachers in the Maths department share their teaching strategies?

## Estimating and checking problems

- Where are estimating skills used as part of the learning?
- How do learners assess that they have made a reasonable judgement?
- How do you encourage learners to make a guess or take a risk?
- How are these skills assessed in your lessons and across the department or faculty?
- How are these skills taught in Maths lessons?

## Reasoning and problem solving

- Identify opportunities where learners can work independently to solve a problem
- How do you assess the quality of learners ability to reason and problem solve?
- Are there opportunities to discuss with other members of your team or department how you encourage reasoning and problem solving?

## Measuring

- Identify where measuring is an integral part of learning in your subject and across the department?
- How do you know that each teacher in your department and faculty uses the same methodology and terminology?
- What standards are in place to ensure accurate assessment across the whole department or faculty?
- Is there are synergy between the way measurement is taught in Maths lessons and in your subject area?

## Algebra

- To what extent do you use algebra as part of the learning process or to support problem solving?
- Is it expected that learners will have the underpinning skills or are they taught prior to putting them into a context?
- Are you aware of how algebra is used as part of learning elsewhere in the department or faculty?
- How are these skills assessed in relation to the subject learning?

## Data Handling

- How do learners access data in order to inform their learning?
- To what extent do learners use data to find their own solutions, to analyse a situation or provide an explanation to a question or a problem?
- How well do learners manipulate data to put it into new formats and use it as part of presentation or conclusion?

## Use of graphs, charts and tables

- Do you have a definitive understanding of the difference between a graph, chart and diagram?
- Do learners have the skills to complete graphs, charts and diagrams accurately?
- Do learners know which medium to use in different circumstances?
- How do you know that there is a uniform approach to the use of graphs, charts and diagrams across the whole department or faculty?
- How are these skills taught in Maths lessons?