**National thematic inspection: numeracy and mathematics**

**Self-evaluation form:** **Please insert the name of your establishment**

**Visit date:** Click here to enter a date.

You are soon to be visited by inspector(s) from Education Scotland undertaking a thematic inspection of numeracy and mathematics. Please answer the questions below, where possible, then share with the Inspector on the day of the visit. There is no need to compose a full narrative as bullet points may prove less time consuming. The three areas A to C listed below are linked to the relevant quality indicators (QIs) from [How good is our school? 4th edition (HGIOS4)](https://education.gov.scot/improvement/self-evaluation/hgios4). Please use area D to add any other relevant information.

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| **A. How do you ensure your numeracy and mathematics curriculum meets the needs of all learners?** |
| **Relevant QIs and themes:** 1.2 Leadership of learning – professional engagement and collegiate learning, 2.2 Curriculum – rationale and design, development of the curriculum, learning pathways, skills for life learning and work, 2.6 Transitions – continuity and progression in learning |
| **Prompts:** quality of courses and programmes, learning pathways, numeracy across learning |
| What factors have been taken into account in designing your numeracy and mathematics curriculum? For example, how do you ensure breadth, depth and challenge? | Insert text |
| What are your approaches to developing and refresh your numeracy and mathematics curriculum? What aspects of numeracy and mathematics have featured on school improvement plans in recent years? | Insert text |
| How well does your establishment ensure continuity and progression at key times of transition?  | Insert text |
| How well does your establishment ensure that children or young people experience numeracy across their learning? | Insert text |
| **B. What is quality of learning and teaching in numeracy and mathematics?** |
| **Relevant QIs:** 1.2 Leadership of learning – children and young people leading learning, 2.3 Learning teaching and assessment – learning and engagement, quality of teaching, effective use of assessment |
| Prompts: Positive relationships, motivated, engaged, interactions, purpose of lessons, responsibility for learning, digital technology, leading learning, range of teaching approaches, questioning and explanation, higher order thinking skills, personalisation and choice, challenge and enjoyment, relevance, effective interventions based on sound assessment, formative assessment and well-timed interventions leading to effective learning, feedback supports progress in learning. |
| How well do you motive and engage all learners in numeracy and mathematics? How do you know? | Insert text |
| How well are you enabling learners to become independent learners and develop the four capacities through numeracy and mathematics? | Insert text |
| How well are learners experiences varied, differentiated, active and provide effective support and challenge in numeracy and mathematics?  | Insert text |
| Is there a wide variety of innovative and creative resources and teaching approaches in numeracy and mathematics in your establishment? Please provide examples.  | Insert text |
| What are your approaches to assessing and tracking children’s and young people’s progress. How effective is the use assessment and what has been the impact of moderation of teacher judgement in numeracy. For example, how accurate are teacher professional judgements and how do you know? | Insert text |
| **C. How are you raising the attainment and achievements of all learners in numeracy and mathematics?** |
| **Relevant QIs:** 3.2 Raising attainment and achievement – attainment in numeracy, attainment over time, overall quality of learners’ achievement, equity for all learners |
| **Prompts:** Analysis of CfE data, SQA and other relevant data; and success in closing the poverty related attainment gap. |
| How well have you raised attainment in numeracy and mathematics in the broad general education? For example, trends in CfE data. Are you improving year on year? | Insert text |
| How well have you raised attainment in numeracy and mathematics at the senior phase (secondary and special schools only)? For example, trends in senior phase data. Are you improving year on year? | Insert text |
| How well are you removing barriers to learning to ensuring equity for all in numeracy and mathematics? For example, use of and impact of pupil equity funding (if applicable) and the attainment of different groups of children or young people. | Insert text |
| What interventions have had impact on numeracy and mathematics attainment? How do you know? | Insert text |
| How well do you recognise children and young people’s personal achievements in numeracy and mathematics?  | Insert text |
| **D. Please add any additional information you consider helpful for the inspection. This may include work planned in your setting, school or local authority to improve learners’ numeracy and mathematics.** |
| Insert text |