**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 could you 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 early learning and childcare?](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf) 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, learning and developmental pathways, pedagogy and play, skills for life learning and work, 2.6 Transitions – continuity and progression in learning | |
| **Prompts:** quality of courses and programmes, learning and developmental pathways, numeracy across learning | |
| What factors have been taken into account in designing your numeracy and mathematics curriculum?  For example, how well does your setting ensure that children experience numeracy across their learning? | Insert text |
| What are your approaches to developing and refresh your numeracy and mathematics curriculum?  What aspects of numeracy and mathematics have featured on your setting improvement plans in recent years? | Insert text |
| How well does your setting ensure continuity and progression at key times of transition? | Insert text |
| **B. What is quality of learning and teaching in numeracy and mathematics?** | |
| **Relevant QIs:** 1.2 Leadership of learning – children leading learning, 2.3 Learning teaching and assessment – learning and engagement, quality of interactions, effective use of assessment | |
| Prompts: Positive relationships, motivated, engaged, interactions, purposeful play, digital technology, learning, range of teaching approaches, questioning and explanation, 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 children in numeracy and mathematics? How do you know? | Insert text |
| How well are you enabling children to become independent learners and develop the four capacities through numeracy and mathematics? | Insert text |
| How well are children’s 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 setting? Please provide examples. | Insert text |
| What are your approaches to assessing and tracking children’s progress? How effective is the use assessment? How accurate are practitioners’ 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 securing children’s progress – progress in mathematics, children’s progress over time, overall quality of children’s achievement, ensuring equity for all children | |
| **Prompts:** baseline data and other relevant data; and success in closing the poverty related attainment gap. | |
| How well have you ensured children’s progress in numeracy and mathematics at early level? For example, trends in data. Are you improving year on year? | Insert text |
| How well are you removing barriers to learning to ensure equity for all in numeracy and mathematics? | Insert text |
| What interventions have had impact on numeracy and mathematics attainment? How do you know? | Insert text |
| **D. Please add any additional information you consider helpful for the inspection. This may include work planned in your setting or local authority to improve children’s numeracy and mathematics.** | |
| Insert text | |