



Prompts to support subject specific feedback in
Mathematics

Use these questions during and after an observed maths lessons to help identify aspects of the trainees **deep** subject knowledge. They are not expected to show evidence of all these attributes, but an outstanding trainee is likely to show strengths in many of them.

Beliefs and Attitudes	Prompts for observation and discussion
	Is the trainee enthusiastic about the teaching and learning of mathematics?
	Are they confident – do they have good mental skills and a ‘feel’ for maths?
	What is their overall approach – discovery, active learning, transmission...?
Progression	Does the trainee make reference to any prior learning?
	Do the children know and understand the expected outcomes of the lesson?
	Are the children aware of the next steps in their learning? How are these shared?
	How does the trainee build on any responses from the children? Does this impact on the teaching?
	Does the trainee check the learning at points in the lesson and adapt the teaching accordingly?
	Are mini-plenaries used effectively to gauge children’s progress and address any misconceptions?
	Is there sufficient challenge for all pupils and specifically for the more able?
	Does the trainee have good subject knowledge of the curriculum, knowing the lines of progression in a topic?
Concepts	Does the trainee show sound conceptual understanding of the maths topic being taught?
	How are any misconceptions, misunderstandings or gaps in knowledge dealt with by the trainee?
Representation	Are any models or images used in the introduction to the lesson to represent concepts, skills or techniques?
	Are instructions and explanations clear and appropriately pitched?
	Is language carefully modelled by the trainee?
	Is any recording by the children modelled by the trainee?
	Is the use of vocabulary and symbols mathematically accurate?
	Is a working wall used to support the teaching and learning?
Problem solving and reasoning	Are problem solving and reasoning objectives included in the objectives for the lesson?
	Are the children challenged to think for themselves?
	Do the children persist with their task?
	Is the maths set in a context, either real or imaginary?
	Are the children encouraged to look for general rules or patterns and make conjectures based on these?
	Are the children confident to have a go and use strategies to help themselves if they become stuck?
	Are the children questioning in their approach, asking ‘what if...?’ for example?
	Do the children look for generalisations in their results?