

Questions about Data for Maths Subject Leaders



1. What range of data do I use? (E.g. whole school tracking system; progress against curricular targets; measurements of progress in time limited interventions; analysis of test questions; RAISEonline; Fischer Family Trust)
2. How often is numerical data collected? (Termly is recommended)
3. How do I decide what attainment and progress should look like? E.g. Do I know national expectations for each year group? Do I use FFT information to inform targets for the end of KS2? Is there an expectation of at least 2 levels progress during KS2 (and therefore 1 level progress from Y2 to Y4 and 1 sub-level over 2 terms)? Is this expectation higher for the 'more able' pupils?
4. Do I use numerical data to help focus other monitoring I am doing? (When deciding where to carry out lesson observations, pupil interviews, monitoring of planning, or work scrutiny, do I look particularly at classes or groups of children where the numerical data shows there may be an issue?)
5. Do I know how specific groups of learners are doing in maths? (E.g. boys/girls; SEN; minority ethnic groups)
6. If data shows that particular groups of children are achieving below expectations, what happens about this?
7. How is the impact of intervention programmes measured? How often?
8. Where there are strengths, is good practice shared with the rest of the school?
9. Have I compared the maths data with the data for English? Are any groups of pupils achieving less well in maths than they are in English? What % of children achieve level 4 in both maths and English?
10. Have I identified strengths and weaknesses in maths, for example through analysis of test questions, or APP guidelines? Do I use this data to inform curricular targets, or other actions?
11. Am I confident that the data I have is based on secure teacher assessments?
12. Is there time for discussion with teachers about the data for their classes? How do teachers use the findings to inform their teaching?