Subject Leader FAQs

Name: Lesley Muriss **Subject:** Maths

Question	Answer
1. How long have you been the subject leader?	I have been Subject Leader for over 14 years
2. What are your strengths as Maths subject leader?	I get a real satisfaction from seeing children grasp new concepts. I have become increasingly passionate about maths, following different practitioners on a variety of social media platforms to learn from them and their settings. I am always available to discuss individual queries with teachers and help resource lessons.
3. Give examples of the impact you have had on the quality of teaching and learning/ standards?	I introduced the White Rose scheme across the whole school. All teachers follow their Small Steps teaching sequence and this has ensured the coverage of fluency, reasoning and problem-solving strands. A few years ago, I introduced specific fluency sessions (Fast Fluency) in each class which has helped children retain skills. To ensure that all children are challenged throughout each lesson and in response to Pupil Voice, the children have 'Digging Deeper' questions which provide challenge for those children who grasp a concept quickly. We now have regular CPD for myself as the subject lead and for all staff from Matrix Maths Hub. The development plan which I wrote has also been instrumental in driving progress.
4. What are the key strengths in this subject?	The teachers are our best resource and have fantastic subject knowledge, making the lessons enjoyable, with every child facing achievable challenges. Children who need extra support are quickly identified by the teacher and can then spend time, either in a small group or on a 1:1 basis, with a skilled TA revisiting or pre-teaching a skill or concept.
5. What areas for development have you identified in this subject?	We are currently working on the oral skill of answering in a full sentence as this has been proven to aid children when learning and explaining concepts. To support this, we are using stem sentences and high quality mathematical vocabulary across the key stages.
6. How do you know how well pupils are achieving?	The joy of being part of a small school is that staff talk all the time and so any issues are addressed quickly. As subject leader, I carry out regular book scrutinies and learning walks. There is a termly assessment week when the children complete standardised assessments and children who are not achieving or making the expected progress are identified and supported. Pupil voice questionnaires show that children enjoy maths, feel that they are challenged, achieve well and know how to improve their learning. EYFS children are assessed according to the Ages and Stages document and at the end of the year, against the Early Learning Goals. I take time to look at their Learning Journeys during the course of the year.
7. How does the school meet the needs of all groups	All the teachers have a comprehensive knowledge of their class's range of abilities and provide support for those that require extra help through reteaching, sending them for 1:1 sessions and scaffolding the

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within this subject?	independent tasks. Children who grasp the new ideas are given tasks which ask them to demonstrate their understanding in different ways in order to deepen their understanding-the 'Digging Deeper' tasks.
8. What knowledge do Governors have about your subject? How have they been involved in your subject?	Governors have attended Maths Open Mornings and seen the impressive range of lessons taught across the school. I have also given presentations to the FGB about the scheme we use, reasoning and problem solving strands. They have also had opportunities during presentations to look at a range of EYFS, KS1 and KS2 books, focusing on coverage, standards and presentation.