

Mixed Attainment

- The Mixed Attainment Mindset
- How is this evident in HCCS lessons?
- What do our lessons look like?

What we will see in our students:

Inquiry-based learning

Effective collaborative working

Asking questions

Resilience

Perseverance

Deep discussions focused on concepts and maths in context

Ambition

Less reliance on teacher and more independent focused

Motivation

Staff Beliefs:

All students have potential in Mathematics

Accurate assessment and responsive feedback enables student progression

Enthusiasm

Engagement

Students should have high expectations

Behaviour does not reflect ability

Growth Mindset

Reflective

Mixed Ability Teaching - Growth Mindset

Teaching for Mastery is progressive

Maths lessons are consistent within year groups

Students learn through discussion.

Students have the opportunity to work collaboratively.

How is this evident in HCCS Maths lessons?

- Rich student **discussions**
- Consistent mathematical **oracy**
- **Open-ended** activities with multiple pathways to provide entry points for all students
- **Low-floor-high-ceiling** tasks
- **Cross curricular** links
- Mistakes/**misconceptions** used as valuable learning tools
- Emphasis on **reasoning** and **justification** questions

In our Maths classes, we will...

- **All** have different starting points
- **All** learn from one another
- **All** make progress
- Value our mistakes because we can learn from them
- Choose tasks that challenge us because this is how we can develop our skills and understanding
- Persevere because this is how we can make progress





Knowledge

In Maths lessons, we will **all** be aiming to:

- **Explore** mathematical concepts
- **Extend & Apply** new knowledge
- **Deepen & Retain** understanding

Skills



Understand and recall facts



Explain, reason and justify why



Investigate, prove and generalise