

## **Evaluating Published Resources and Schemes for Mathematics**

The following form is a useful tool for evaluating published resources, which you may be using in your school or considering purchasing. It should help schools in making decisions about which resources are likely to be most effective in supporting the teaching and learning of mathematics. It should also alert staff to areas where use of a particular published scheme will need supplementing in order to meet the needs of the pupils, ensure progression and set appropriately challenging expectations.

Most schools have drawn up a policy, which includes guidelines for progression in written methods. It is particularly important to ensure that the schools resources support that policy.

Criteria for judging the effectiveness of resources

CRITERIA	COMMENTS
<p>To what extent do the presentation of the mathematical concepts and ideas match the teaching objectives in the Framework?  <b>Can you see a clear connection between the activity and the teaching objectives?</b>  <i>Is the mathematics modelled in a number of contexts?</i>  <i>Is the presentation of the mathematics precise and accurate?</i></p>	
<p>How clearly is the progression of the concept of idea developed through the scheme?  <b>Can you see how the mathematics is developed through the presentation of the activities?</b>  <i>Have the prerequisites for the next concept or mathematical idea been established?</i></p>	
<p>Is the interpretation of the teaching objective appropriately pitched for each year group?  <i>Are the expectations high enough?</i>  <i>Do they match those set out in the year groups in the Framework?</i>  <i>Does the pace of new learning provide sufficient time for consolidation and practice?</i></p>	
<p>Is there sufficient provision for oral and mental work?  <b>What is the nature of the mathematics that is presented orally?</b>  <i>How do these activities allow children to communicate with the teacher/other children and promote interactive teaching?</i></p>	
<p>What opportunities are there for appropriate practical work?  <b>What are the resource demands for developing practical work?</b>  <i>Do the practical activities develop or consolidate the mathematics presented?</i></p>	
<p><b>How is differentiation achieved?</b>  <b>What is the balance of differentiation by outcome and differentiation by task?</b>  <i>How are questions used to differentiate the mathematics presented?</i></p>	

<p>Is sufficient emphasis given to correct mathematical vocabulary and notation?  <i>Is the vocabulary consistent and precise?</i>  <i>Is the mathematical notation correct?</i></p>	
<p>What is the range and type of different contexts used to support the presentation of the mathematics?  <b>Are the contexts used appropriate for the age of the children?</b>  <i>Is there a sufficient range of contexts to interest different types of learners?</i></p>	
<p>Are there sufficient opportunities for assessment and homework?  <b>What is the range of assessments used and how does it link into providing formative information to support the next stage of teaching?</b>  <i>Is the homework linked to the teaching objectives being taught?</i></p>	
<p>What is the balance of development of new mathematics and consolidation and practice?  <b>Does the balance between new learning and consolidation allow sufficient flexibility to support different ability groups?</b></p>	
<p>Are the plenaries appropriate and well managed?  <b>Do they focus on the key aspects of the lesson?</b>  <i>Do they provide opportunities for misconceptions to be identified?</i></p>	
<p>What opportunities are provided for problem solving using and applying mathematics?</p>	
<p>Does the scheme allow for sufficient use of calculators, including as a demonstration tool?</p>	
<p>How does the scheme support teachers subject knowledge?</p>	
<p>To what extent does the scheme promote good quality, interactive teaching?</p>	