Linlithgow Academy

Mathematics and Numeracy Faculty

Standards and Quality Report

2024-2025

About Our Faculty

The Mathematics and Numeracy Faculty, led by Kirsty Boyd, comprises 7 FTE Mathematics Teachers, 5 PTE Mathematics Teachers and 3 FTE Computing Science teachers.

A key focus in Mathematics has been in developing the framework for Behaving Mathematically and implementing BTCM strategies. A key focus in Computing Science has been in developing the starting point for a Computational Thinking Framework.

In Mathematics, learners in S1 are mixed ability until the new year. Using various assessment evidence (SNSA, CAT, teacher judgement, Phase 1 and Phase 2 assessments scores), learners are then broadly set using a 4-3-1 model. Almost all learners follow a Level 3 course in S1, that extends into Level 4 as they move into S2 and S3. Learners in S2 are streamed on a 4-2-1 model and learner in S3 comprise of 6 mixed ability classes and one slower paced class. In the Senior Phase, there are 2 National 4 Applications of Maths classes, 1 National 5 Applications of Maths class, and 5 National 5 Maths classes across S4. In S5 and S5 there is one Higher Applications of Maths class, 5 Higher Maths classes and 1 Advanced Higher class. All classes in the Senior Phase are mixed ability.

In Computing Science, learners in S1 and S2 are coursed by practical section, with one period each week assigned. At the end of S2, learners can opt in to continuing with Computing Science in S3, and similarly for S4. In the Senior Phase there are 2 National 5 Computing Science classes, 2 Higher Computing Science classes, 1 Advanced Higher Computing Science class, 2 Cyber Security classes and 3 Level 6 Digital media classes. Uptake from the BGE continues to be strong and more females are choosing Computing Science at certificate level.

Faculty Team

PTC – Kirsty Boyd
Mathematics – Xerardo Arias, Emma Bridges, Carley Cunningham, Kim Leishman, Claire McGrath, James McGrath, Stuart McPhillie, Ruariadh Proctor, Lewis Tod, Kim Urban, Lynne Wearing.
Computing Science – Jackie Campbell, Joseph Kennedy, Fin Williamson.

Attainment including SQA Examinations 2023.2024

Our Current Self Evaluation of HGIOS Quality Indicators

1.3	2.3	3.1	3.2
Leadership of Change	Learning, teaching and assessment	Ensuring wellbeing, equality and inclusion	Raising attainment and achievement

Schools will use their own self-evaluation / VSE / HMIe evidence depending on which is most recent.

Priorities from Session 2024-2025

Improve:

1. Our CORE approaches are used by all staff to engage young people in their learning.
2. Teachers demonstrate increased confidence in strategies to promote inclusion and wellbeing.
3. Staff apply understanding of progression in the BGE to meet ALL learners' needs in the classroom.

Consolidate:

1. Staff across the Faculty use digital tools to promote inclusion.
2. Staff across the Faculty use existing pupil data to support interventions.
3. We will enhance parental engagement.

Understand:

1. How can we better support learners in undertaking Higher Mathematics to pass from a National 5 Grade B or C?
2. How can we consistently embed Behaving Mathematically / Computational Thinking across the BGE?
3. How can teachers in Mathematics incorporate BTCM approaches in their lessons?

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

The Standards and Quality Report should include description of activities that aim to reduce inequalities due to socio-economic disadvantage and / or achieve the strategic priorities of the NIF.

Priority 1	Our Core approaches are used by all staff to engage young people in their learning.
Desired outcomes	• Share and discuss at DMs and FMs. Discuss and utilise the exemplification support materials. • Use FMs, peer observations and learning rounds for professional learning to facilitate pedagogical improvement through the application of CORE approaches. • Enhance faculty understanding of the principles of curriculum design and the purposes of educations. Maths will focus on the continues development of Behaving Mathematically and Towards a Thinking Classroom, Computing Science will develop approaches to develop Computational Thinking. • Improve leadership of curriculum development in the faculty through professional learning at departmental and faculty meetings, network sessions and PTC sessions that encourages collaborations among teachers.
What did we do?	• Conducted Learning Rounds with the majority of staff from Mathematics. • Shared CORE exemplification at DMs • Applied CORE principles In the development of new resources. • Insights from whole staff meetings were applied to inform positive change, for example, a focus on Purpose of Learning in Mathematics, Cultivating Curiosity in Computing Science. • Developed a road map for Behaving Mathematically for the 2024-2025 session and an action plan for the 2025-2026 session. • Developed teacher supports for BM that can be used to support in planning • Developed the strands for Computational Thinking in Computing Science
How did we measure?	• PTC Learning Walks • Learning Rounds • Meeting Minutes
Impact on learners and / or staff	• Positive feedback from Learning Rounds • Evidence of inclusive lessons with improved clarity on the Purpose of Learning • Increased Confidence in CORE
Next steps	• Continue to build staff confidence in CORE by allocating more time to collaborative activities (DMs, FMs). • Continue to develop the Behaving Mathematically framework with a shared understanding on how this is communicated to pupils. • Develop a rubric for Behaving Mathematically. • Use feedback from learners to enhance engagement and improve learning
Priority 2	**Teachers demonstrate increased confidence in strategies to promote inclusion and wellbeing.**
Desired outcomes	• The renewed Positive Relationships Policy is impacting positively in classes across the faculty. • All staff understand their role and responsibility in supporting learners' HWB and plan effectively to meet learners needs. • By April 2025, the majority of learners report that they feel included, the faculty listens to theirs views and takes these into account.
What did we do?	• Faculty Hosting implemented to support positive relationships policy • Seemis referrals discussed at Faculty level • Learning Rounds had a clear focus on meeting the needs of the learner • Pupil data file and faculty trackers help to embed inclusive practices
How did we measure?	• Meeting Minutes • Seemis Referrals • Use of Hosting Timetable

Impact on learners and / or staff	• Staff confidence in utilising hosting arrangements increased • Learners actively engaged in their learning
Next steps	• Increase opportunities for pupil voice both in the BGE and SP • Reestablish the pupil parliament for the faculty • Support staff with training in Restorative Conversations
Priority 3	**Staff apply understanding of progression in the BGE to meet ALL learner's needs in the classroom.**
Desired outcomes	• All staff have enhanced understanding in assessment and moderation resulting in increased confidence in judgements of progress across all curriculum areas. • Didbook is used to track progress in Literacy and Numeracy from Primary data. • All staff have a better understanding of what would be expected from pupils working with different Literacy and Numeracy levels. • BGE learners better understand how they are progressing.
What did we do?	• Reestablished links with associated primary schools • Numeracy achievement used to track progress using Didbook • Use of Positive Shout Outs for pupils
How did we measure?	• Meeting Minutes • Learning Walks • Learning Rounds • Numeracy working level across the BGE • Learner confidence
Impact on learners and / or staff	• Strong staff confidence in Numeracy level • Strong staff confidence in the use of Didbook • Increased pupil understanding of their Numeracy level.
Next steps	• Creation of MLTC calendar • Assessment feedback linked to Didbook • Audit Numeracy Benchmarks across the BGE • Plan cluster activities for Network Friday sessions.

Other actions of note during session 2024-2025

- Learner notes modelled using the I do, we do, you do model.
- Purpose of learning boards utilised in the majority of classrooms
- Staff confidence in BTCM improving
- Increased confidence in the use of imagery to cultivate curiosity