



One of our editable teaching units for Edexcel GCSE Foundation 1MA1

Your name:  
 Heather Davis

Your role and experience:

- Education Consultant
- NCETM CPD Lead
- Member of the ATM for 40 years
- Teacher of 30 years
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“ I only wish I had this available when I was head of department.”

Probing questions are a feature of every task in every lesson requiring students to think rather than just be told, again.

A highly experienced teacher across the comprehensive sector and a national lead in Mathematics, we asked Heather Davis to review our new teaching resources having helped to develop the concept with us.

**How do the resources support the delivery of an outstanding curriculum?**

The lessons are designed to develop deep understanding so students master the mathematical concepts and techniques involved. Starters are designed to encourage the independent retrieval of pre-requisite knowledge, requiring students to think rather than just be told, again.

Students need to think and learn to reason so probing questions are a feature of every task in every lesson. Practice questions are set in context where appropriate so students see the relevance of the mathematics they are learning.

Open questions feature regularly so that students learn to see the possibilities in a question. This is essential for solving problems and tackling unfamiliar questions.

**How can these resources help school Mathematics departments?**

The lessons are a fantastic starting point for non-specialists teaching maths for the first time. The material is covered, with conceptually sound explanations and probing questions embedded in those explanations.

Supply teachers or cover supervisors can be given the PowerPoint presentations to run the lesson. I only wish I had this available when I was head of department. I would have been able to set work quickly, knowing that the material was covered, explanations were sound and the practice questions were well supported.

This is a resource that is a wonderful support for trainee teachers. Rather than seize on worksheets of dubious quality from the Internet they can use these lessons whilst they develop their teaching skills and then gradually incorporate their own ideas when they are ready to do so.

Early career teachers will find these an invaluable resource to support developing their practice, knowing the material is approached with a consistent pedagogy that has stood the test of time, from a team of experienced teachers. Over time they can customise the lessons to better address the needs of their different classes and growing sense of themselves as teachers of mathematics.