

2 Timetabling

Allocating the right teacher to the right class is one of the most important decisions the head of mathematics makes. An error may result in considerable stress for teachers and the head of maths. It will also make a difference to pupils' progress and examination results.

All teachers are different and have different qualities. This section contains forms to help identify these qualities. Once identified this will make it easier to match the right teacher to the right class.

Using the forms

- **Form 7 (page 15): Teachers availability sheet**

One of the most important tasks for the head of maths is allocating teachers to classes. If the process is successful it will achieve: better examination results and fewer disciplinary problems.

The time taken to ensure optimum use of teachers will be well rewarded in saving time dealing with disciplinary problems and worrying about examination results.

Teachers are different, pupils are different. The secret is in allocating the right teacher to the right class and being fair to everyone. It is pointless to allocate a poor disciplinarian to a class which is difficult to control. This will create many problems, eg parental concern, teacher stress, etc.

Similarly, if a group needs 'pushing' to achieve, say, C grade GCSE results, it may be wise to allocate a teacher with a proven record.

If you have a teacher who works very hard, obtains good results, but can have discipline problems, it may be worth playing to the teacher's strengths by ensuring that 'trouble-makers' are allocated elsewhere. It should also be noted that female teachers can control difficult girls and male teachers difficult boys.

Sometimes the quality of several classes can be significantly improved by extracting two or three 'trouble-makers' from each class. The 'trouble-makers' can then be placed in a small class. It is essential that the teacher is agreeable and the teacher should have proven ability with teaching problem pupils. Innovative methods will be needed to motivate these pupils. Plenty of rewards, practical lessons, use of the computer, etc.

Staffing classes sheet

Maths classes for this lesson
ie year groups

Day: Lesson:

Other days Maths lessons occur with these groups

Staff available

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Class	Ability H = High M = Middle L = Low	Priorities		Teacher	Special notes, eg problem pupils, etc.
		Discipline	Results		
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

6 Examinations

The following list offers some methods to help improve examination results:

- After-school classes and revision sessions:
 - Provide a quiet area for pupils to do mathematics at breaktime or after school
 - Provide after-school revision classes
 - Make attendance an expectation for higher level pupils
 - Inform parents about the classes
- Maths club:
 - Play mental arithmetic games
- Provide pupils with practice exam papers:
 - Encourage pupils to do extra revision
 - A maths revision book would be helpful
- Home tuition:
 - Encourage affluent parents to employ a home tutor to provide extra support for pupils
- Provide a revision timetable:
 - Plan the revision for GCSE candidates. Tell them what to revise and when to revise it. Provide class tests to check revision has been done
- A maths tutor period or registration:
 - Time is often wasted during registration
 - Consider a maths registration for Year 11 once each week
 - Pupils would:
 - a Do maths revision
 - b Play maths games, eg mental arithmetic games.

Using the forms

- **Form 21 (page 39): GCSE Examinations: Which tier?**
This is an advice sheet to help teachers to use mock examination results to determine the most appropriate tier of entry for pupils taking GCSE examinations.
- **Form 22 (pages 40 and 41): Do you know how to use your calculator?**
This form provides a set of questions and answers to allow teachers to check that pupils know how to use their calculators. If pupils fail to obtain correct answers, check and correct the calculator keys used.

GCSE Examinations: Which tier?

Use the mock examination results as the main indicator.

Most pupils fail to improve by more than one grade between the mocks and the GCSE examinations.

Mock exam results

Higher Tier	Intermediate Tier	Foundation Tier
A* } A } B }	B } Has the pupil studied the Higher Tier course? If not, enter for Intermediate Tier	D } Has the pupil studied the Intermediate Tier course? If not, enter for Foundation Tier
C } Unless the pupil is capable of gaining an 'A' grade there is nothing to be gained by attempting the Higher Tier Enter for Intermediate Tier	C } Enter for Intermediate Tier	E } F } G } Enter for Foundation Tier
D } Enter for Intermediate Tier	D } Enter for Intermediate Tier	
	Target these pupils for extra help, eg after-school revision	
	E } Is the pupil capable of a 'C' grade? If so, target the pupil for extra help and enter for Intermediate Tier	
	If not, enter for Foundation	
	F } G } Enter for Foundation Tier	