

Exemplifying progression in the effective use of interactive whiteboards in mathematics				
	Focusing	Developing	Establishing	Enhancing
Departments	Focus on familiarity with how IWB works and IWB brand software Limited and ad hoc use of IWB features in lessons  IWB used mainly to enhance presentations, for example, over-writing on screen	Creative use and personalisation of IWB brand software Links established between some lesson/topic objectives and IWB  IWB used to enhance demonstrations, e.g. to demonstrate effect of moving a centre of enlargement	Increasing use of other software tools, principally mathematical, using IWB Extensive incorporation of interactive use of IWB into most topics  IWB used to stimulate discussion and checking, e.g. graphing software used to explore the effect on the position of straight line graphs on changing parameters in $y = mx + c$	Effective use of wide range of mathematical software tools with IWB Objective focussed teaching through mixture of IWB/non-IWB activities blended to enhance learning IWB promotes reasoning, justification and generalisation, prompting discussion as a basis for higher order connections e.g. 'If I move this point around the circumference of the circle, what will happen to the angle at the centre?'
	IWB used mainly by enthusiastic Individuals	All teachers using IWB with guidance and support	All teachers use IWB and mathematical tools for some topics specified in the s.o.w.	More consistent use of IWB and mathematical tools across department, supported by detailed guidance and expectations in s.o.w.
	IWB used as backdrop to closed questioning, e.g. in checking understanding of tasks or recall	IWB used to provoke more open questions, generally answered by individuals from the class	IWB used to facilitate discussion in groups around more challenging questions e.g. to establish links, shape lines of reasoning or hone explanations	IWB used to stimulate questions raised by pupils for consideration by the group or class
	Extensive reliance on presentation packages and closed activities (e.g. pelmanism game) for use with IWB	Choice of software increasingly steered by mathematical learning objectives	ICT and other resources are adapted to suit the particular teaching approach, matched to pupils' learning needs and intended learning outcomes	The IWB facilitates teachers and pupils talking about the mathematics, discussing key principles, expressing generality, conjecturing and proving outcomes
	Quotes: 'I feel as if I've forgotten how to teach.'  'It's like learning to teach all over again.'  'The pupils like coming out to do things at the IWB.'	Quotes: 'The IWB is great. There are so many resources on there, and I'm still learning.'  'The pupils love the IWB. Now I understand it better I find I'm using it all the time.'	Quotes: 'I'm beginning to be more selective about IWB use. I used to use it all the time, but there are much better ways of doing some things.'  'We have some really good discussions about mathematical ideas and use the board to test different conjectures.'	Quotes: 'I don't think I could do without an IWB in my classroom. The way I'm using it now I think brings so much richness to my lessons. The pace of learning is far greater than I ever would have dreamt.'  'The IWB has brought real pupil involvement, particularly in algebra and geometric reasoning.'