



Problem-Solving Schools Self-Evaluation

This self-evaluation form takes each of the statements in our Charter and invites you to reflect on how you currently promote mathematical problem solving in your school.

We hope this printable version will support discussions with your colleagues before you complete the online self-evaluation. Please note that the online version of the Charter <https://nrich.maths.org/charter> includes links which might inform your discussions.

Values and ethos

In our setting, it is evident to learners that...

	Needs developing		Currently developing		Currently embedding
Mathematical ability is not fixed: everyone can learn and make progress	☐	☐	☐	☐	☐
Every learner has the right to enjoy success but also the right to experience learning through struggle	☐	☐	☐	☐	☐
Everyone has opportunities to develop their mathematical thinking and mindsets to help them become confident problem solvers	☐	☐	☐	☐	☐
Problem solving often involves getting stuck and taking wrong turns; it can motivate learners to learn new mathematics, apply previous learning and make mathematical connections	☐	☐	☐	☐	☐

Leadership and professional development

In our setting...

	Needs developing		Currently developing		Currently embedding
Our staff promote positive attitudes towards problem solving	☐	☐	☐	☐	☐
Time is set aside to discuss problem solving in our meetings	☐	☐	☐	☐	☐
Our displays, newsletters, website, and social media content celebrate the problem solving of all learners	☐	☐	☐	☐	☐
Our monitoring system ensures that priority is given to problem solving and mathematical thinking	☐	☐	☐	☐	☐
We engage with printed, online and face-to-face professional development opportunities offered by subject organisations	☐	☐	☐	☐	☐

Curriculum, pedagogy and assessment

In our setting...

	Needs developing	Currently developing	Currently embedding
We regularly embed non-standard problem-solving opportunities in our maths curriculum for all learners	☐	☐	☐
We ensure that problems, and classroom support, offer opportunities for all to experience both struggle and success	☐	☐	☐
We allocate time to developing learners' mathematical thinking and mathematical mindsets	☐	☐	☐
We use learners' responses to non-standard problems to inform next steps	☐	☐	☐
We liaise with other subjects so that meaningful cross-curricular links can be made	☐	☐	☐

Classroom culture

In our setting...

	Needs developing	Currently developing	Currently embedding
We create a safe environment in which learners explore, take risks, and appreciate the value of learning through making mistakes	☐	☐	☐
We celebrate multiple approaches to solving problems and discuss the merits of the different strategies offered	☐	☐	☐
We provide frequent opportunities for individual and collaborative problem solving, where learners are given both thinking time and opportunities to share ideas and insights	☐	☐	☐
We celebrate the mathematical thinking of every learner	☐	☐	☐

Problem solving beyond the classroom/school

In our setting...

	Needs developing	Currently developing	Currently embedding
We offer school maths club(s) and recommend high-quality maths books, ideally stocked by the school library	☐	☐	☐
We encourage learners to take advantage of printed, online and off-site mathematical enrichment opportunities	☐	☐	☐
We support parents and carers to engage with problem solving through family homework and in-school events, while recognising that not every adult has had a positive experience of maths	☐	☐	☐
We encourage learners to appreciate, and learn more about, the achievements of a diverse range of mathematicians	☐	☐	☐