**Governor Visit Record**

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| **Date of Visit: 24.04.2019 Visiting Governor: Philip Watters** |
| **Focus of Visit: Maths Learning Walk**  **Objectives of Visit**   * **To gain a deeper understanding of the Maths curriculum** * **To get a broad understanding of expected outcomes and progression** * **To get an understanding of pupil’s enjoyment of Maths** |
| **Evidence gathered :**  **Classes visited included Nursery, Year 1, Year 2, Year 4, Year 5 and Year 6.**  **Throughout all classes the most obvious observation was how engaged the pupils were with the lessons.**  **The passion and enthusiasm from the staff was very clear to see and the teaching style felt very consistent, whole class teaching was observed with breakouts into pairs or groups and then coming back together to discuss solutions and answers.**  **Nursery**  **Using the registration and Numicon to count up to 23 worked excellently and the children were deeply engaged with the task. They demonstrated a sound ability to count and identify numbers as a group and individually. This early work prepares the children excellently for Reception class.**  **Year 1**  **Children were working as a whole class to count up to and down from 50 with a particular focus on the transition from 19 to 20 as an example. The class then worked in mixed ability pairs using the Dienes equipment to reinforce the learning. Again the class were very engaged with the lesson.**  **Year 2**  **Children were observed carrying out addition in columns using visual representation on paper rather than Dienes equipment. The class worked as a whole group and then as individuals with peer-to-peer confirmation at the end. When asked, a boy in class was able to tell me what he was learning and also described how the calculation was solved.**  **Year 4**  **The class were observed learning equivalent fractions, at the point of entering the class it was obvious that there was a lot of positive energy and that the pupils were deeply engaged in the task.**  **The learning objective for that lesson was clearly shown and the use of “technical” language was consistent and positively reinforced throughout. The classroom itself is a mecca for learning with normalising learning such as having the date written in French as well as English, as well as an analogue and digital clock for pupils to refer to. 4 boys in the class told me that Maths was their favourite subject and that they enjoyed it more than running and football, their enthusiasm was evident.**  **I was also able to observe how the teacher was able to stretch those pupils who were demonstrating a greater depth of understanding.**  **Year 5**  **The class were observed using bar models on the interactive white board to add fractions as a whole class, the teacher modelled a calculation then allowed the pupils to create their own to understand square numbers and factors. Again, the pupils were engaged and keen to explore solutions to the problem rather than just the answer.**  **The teacher posed questions to the class and encouraged the class to work in pairs as well as individually.**  **Year 6**  **The class were working through a previous SATs test that had been completed with incorrect answers and working. This allowed the pupils to take on the role of correcting the errors and they obviously enjoyed this alternative way of learning.**  **All of the pupils were keen to show how the mistakes had been made and then demonstrate how they should be corrected. I observed one student demonstrate on the board to the whole class how to correctly solve a question and also went on to present an alternative simplified fraction as an answer.**  **Summary**  **Throughout all of the classes observed the consistency of teaching was clear, whole class learning and the Mastery approach to teaching Mathematics was a constant theme in each class and the pupils were deeply engaged throughout. It is positive to note that common mathematical terms are placed strategically for children to see, as are yearly objectives on the wall for all to see.**  **Mrs Robinson is very passionate about the subject and has a clear vision for maths within the school. Progression is monitored regularly and target outcomes are challenging with a particular focus on increasing the number of pupils who achieve Greater Depth.**  **The link to the school’s beach ethos is clear and complements the Mastery Approach well, the pupils use the beach to reinforce what they have learnt in the classroom, this allows for a varied and diverse way of learning.**  **The current Year 4s will be the first year to have progressed through the school using Mastery only and Mrs Robinson anticipates that the ability for pupils to achieve Greater Depth will be most likely for this year group.**  **Overall it is clear that a lot of work has been put into embedding Mastery into the school and the pupils observed were deeply engaged with the lessons.**  **Thanks are again extended to Mrs Robinson for facilitating the learning walk.** |
| **Recommendations:**   * **Subject Leaders to continue, where possible, to collaborate with cluster schools to continue to share good practice.** * **Head Teacher, Governors and Subject Lead to discuss if any further resources are required and facilitate where possible.** |