

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Belle Moss
Date of Visit	15 June 2018
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Maths curriculum update (SACC)
Name of Staff	Michelle Wallbanks

Key Areas: Monitoring Findings

- What strategies are being employed to make learning fun
- What strategies have been the most successful in supporting pupils
- What maths resources are now available
- How is homework, particularly Mathletics followed up by teaching staff

Actions used to identify findings

- Interview with Maths lead, Miss Wallbanks
- Learning walk to see how different classes are promoting maths as well as whole school approach
- Review of in-class Maths resources

What outcomes have been identified as a result of my visit

- A different teaching style – Maths Mastery has been adopted across the school. This approach mixes conceptual and practical maths and also encourages all children to be taught the same content at a variety of levels. Miss Wallbanks is undertaking continuous training in this approach and cascading through the school through termly maths staff meetings and weekly initiatives such as Magic Maths Mondays.
- Activities such as Magic Maths Monday encourage teachers to use real world maths at every opportunity, from simple visual-style teaching in KS1 to more complex questions in KS2, this is clear in the numerous displays in classrooms.
- Growth mindset language and activity is reflected in maths teaching practices with an emphasis on working with partners, to encourage independent thinking.
- Children who require additional support are engaged in pre-learning or recap sessions, while others are given intervention periods during assemblies.
- All classes have been provided with additional maths resources such as number blocks and all classes feature a maths wall. Simple items such as place value mats have been highly successful tools, particularly in KS1.
- Teachers are being encouraged to provide more verbal feedback on homework and during class. This is more effective as students can get immediate feedback and it lessens the teacher workload. Teachers are encouraged to rely on written comments only if it benefits the children.
- According to student surveys it is clear that children, particularly KS2 are really enjoying the use of internet-based learning via Mathletics. Teachers are able to view and analyse results by pupil or by class. If a class scores less than 80% in any assignment, the area is reviewed in class and then repeated as a homework topic.

Next Steps/follow up from monitoring

Continue to monitor mathematics data, particularly watching low achievers in KS1 and middle achievers in KS2.

Review how new initiatives are implemented such as:

- Daily teaching of concepts such as telling the time and understanding past and present
- Linking areas of maths to other creative subjects such as design technology, art and music to make it more meaningful and ease the pressure on curriculum coverage
- Updating the whole school calculation policy

Additional Comments

Maths has become far more visual, using arrays and pictures and making it more meaningful for daily life. Miss Wallbanks is keen to keep up her training in order to refresh ideas and implement new measures continually.

It's clear to see the enthusiasm with which maths is now approached and I look forward to hearing more about how other creative subjects can be similarly tackled.

To be shared with the school staff and school governing board.

Signed: _____

(Governor)

Signed: _____

(Headteacher/Staff member)