



Link Governor Visit Report

Name of visiting governor	Ruth Tonkinson
Date of visit	30.01.2024
Governor's area of responsibility	Maths
Member of staff visited; role/responsibility	Deputy Head with responsibility for maths Assistant Head with responsibility for maths
Purpose/objective of visit	To consider leadership in maths, teaching and learning in maths
Links with School Development Plan	Improve attainment in mathematics by the end of Key Stage 1 and Key Stage 2.

Summary of activities (including discussion about workload and well-being):

- The Leader talked through developments since the previous visit regarding elements of the School Improvement Plan.
- We visited maths lessons in Reception and Years 1, 2, 3 and 4

What I've learnt from the visit:

- Maths continues to be a priority for the school, and this is shown through the clear vision for maths shared by leaders. The School Improvement Plan has been revisited and updated. Leaders have a realistic view of where they are now, the potential barriers they face, and the actions / approaches leaders will take to overcome these.
- All staff, and especially ECTs, continue to be well supported with regular team teaching and comprehensive CPD to support their subject knowledge and teaching of maths.
This has included:
 - Maths Mastery CPD
 - Arithmetical Proficiency and Fluency
 - EYFS/ KS1 developing oracy and vocabulary
 - EYFS/ KS1 Developing conversational language – Mat and Chat
 - The DHT is attending Maths Subject Leader training
 - Interest has been registered for the Mastering Number programme for EYFS /KS1
- Use of Smart Grade software has allowed for detailed analysis at question level of the White Rose Hub (WRH) Autumn 2 assessment and Y6 SATs paper. The heat maps have helped to inform next steps in teaching and awareness of potential gaps in knowledge. Data has been scrutinised and projections investigated. Year Group Leaders have used the



data analysis to inform Pupil Progress discussions and the selection of pupils for internal moderation.

- Leaders have a good understanding of the strengths and any inconsistencies demonstrated in maths lessons that we visited.

Pupils worked hard in maths and made progress within the lesson seen. All classrooms had good routines and pupils were settled in lessons and eager to learn. Staff used a range of questioning and discussion to draw out pupils' understanding, challenge misconceptions and to further extend their thinking. For example:

You've spotted a difference...

Whats __ worth?

Can you tell me the full sentence?

How do you know?

Why do you think...?

What problem might we have with that?

What would you be thinking if...?

Have I got it wrong?

Sentence stems were being used to great effect by both staff and pupils. Staff reframed sentences allowing positive modelling as well as correction of misconceptions. Pupils were confident to explain or clarify their thinking using them to respond as a class, individually to the teacher and with one another. Pupil engagement was high, and they were eager to learn and to describe, explain or model their mathematical thinking. This was seen across all year groups from Reception all the way through to Year 4. All classes had Maths displays containing vocabulary and sentence stems linked to their current maths topic.

Recent CPD on how to represent problems rather than solve problems has had a positive effect. Pupils were confidently exploring their maths using both concrete and pictorial representations talking about numbers, calculations and concepts with their partner. More frequently pupils are using their own hand drawn representations and not just pre-made models to explain their thinking. This allows for discussion about the approach they had chosen to use as well as the opportunity to explore whether the end result was accurate or not. Pupils worked amicably with their partners and were able to challenge misconceptions in a supportive way.

Staff supported pupils to access the language of maths. For example, sound buttons had been added to allow pupils to use their phonic knowledge to read trickier words.

The whole class inclusive Maths Mastery approach means SEND pupils are continuing to become more engaged in lessons. Working alongside their peers they are developing both their confidence and skills.

- Due to a concrete resource audit Leaders are aware of what classrooms have got and what is needed. Resources have been purchased and more will be ordered dependent on budget constraints. Leaders are conscious that training must take place to ensure resources are understood and modelled appropriately and further CPD will take place as is necessary.
- TT Rockstars, NumBots and Number Blocks continues to have a high profile in school. 9th February will see a special day to celebrate achievements as well as the opportunity to play games, attempt challenges and even dress up as their favourite character or avatar.



- The leader is mindful of staff workload, listens to staff views regarding the planning and teaching of WRH and is aware of which year groups may need extra support and guidance. The leader explained how WRH planning provides a step by step approach alongside CPD videos. Planning guidance provides key learning and examples, sentence stems and vocabular, reasoning and problem solving exemplars as well as exploring common misconceptions for each topic. Key learning and examples are available as well as reasoning and problem solving exemplars.

Aspects to be clarified/questions remaining:

Comments from pupils involved in the visit:

Comments from staff involved in the visit:

Focus & date of next visit;
tbc

Signatures to agree the content of this report;

Governor: R Tonkinson

Staff member:

Head Teacher: