



GOVERNOR VISIT FEEDBACK FORM

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| Date of visit 17.05.2021 | Name of Governor Lesley J. Lee | Governor responsibility Mathematics |
| Staff/area visited | Mathematics Team: Mark Jordan Katie Gilbert Peg Bentley Jess Gilmartin | |
| Objective/purpose of the visit <i>Why are you making this visit?</i> | Governors termly mathematics team meeting. To be updated on developments in the teaching and learning of mathematics. To be able to inform governors of developments. | |
| Agenda/discussion points <i>This should be agreed before the visit and indicate key questions/issues you plan to explore</i> | The following questions were sent in advance of the meeting: <ul style="list-style-type: none"> • How has the lockdown impacted on pupil progress? • How are the staff supporting pupils now that they are back in school? • How do you see maths moving forward? | |
| Outcomes of the visit <i>What did you see, what did you learn? Include any evidence that demonstrates the positive impact the school is having in this area</i> | <p>The team was fully prepared for the meeting and provided documentation to support the discussion.</p> <p>How has the lockdown impacted on pupil progress?</p> <p>It was reported that the gap between pupil premium pupils and non-pupil premium seemed to have widened. Currently there is no school data to support this, but observations by staff seem to indicate that this is the case. Pupil engagement since the return to school is better than the return from the first lockdown and the pupils generally seem happy to be back in school. There was generally a good response to home learning and pupil responses have been analysed. It was noted that some pupils have been stretched by their parents and have mastered objectives from higher up the school. However, reasoning and problem solving was found to be poor. Where there was poor engagement during the lockdown, the school followed through by contacting parents and providing additional work. Pupil engagement was tracked by the senior leadership team, during this period.</p> <p>Because of the lockdown, and the necessity for a period of ‘catch up’ it was reported that some of the year group objectives will not be covered during this school year and further time for ‘catch up’ sessions will need to be considered from September. This will be supported by ‘White Rose’, which is an interactive online maths scheme, which has been introduced into the school. This includes recap lesson and small steps.</p> | |

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| | <p>How are the staff supporting pupils now that they are back in school? Using the support material provided by the White Rose scheme and by ensuring there are no gaps in pupils' learning. Assessments provided by the scheme were trialled in the Spring. Staff have used the NCETM 'Ready to Progress' documents to identify the gaps in pupil's knowledge and understanding and outcomes were then cross referenced with school-based assessments. All staff have reported back to MJ where gaps have been identified, and they have used the outcome of this analysis to support planning for the rest of the summer term. The school has used a variety of catch-up interventions and pre teaching interventions in Y2 to support pupils in their learning. Also, basic number support groups have been put in place alongside IDL numeracy; maths software used to improve the confidence and ability of low attaining pupils. Reteach groups and rapid interventions have also been introduced. K provided a list of interventions used across the school, apart from Y1 and Y5 where the lack of a TA has meant.</p> <p>How do you see maths moving forward, in terms of the further development of the subject? The school is part of the NCETM Maths Hub project, this year the focus has been 'Teaching for Mastery'. Support for this programme is provided by the maths hub and White Rose. The school is given direct support for teaching coherence in mathematics through small steps in learning. There are 5 key areas and this year the school is focusing on representation and structure which builds upon the recent years' work on fluency and mathematical thinking. The school intends to focus on developing children's understanding how different representations lead to different understanding and thinking in the school year 2021-22. The current plan is to focus on variance in 2022-23. MJ has provided staff training, and this is to be developed over a 5-year period to ensure it is fully embedded in the school.</p> | |
| <p>Any actions agreed during the meeting <i>Include deadlines</i></p> | <p>Mark Jordan to provide LJJ with access to the White Rose scheme.</p> | |
| <p>Date of review by headteacher and chair of governors Any further action identified</p> | <p>26.05.2021</p> | |
| <p>Signed/date</p> | <p>Signature L J Lee</p> | <p>Date 24.05.2021</p> |

Please pass a copy of your report to the Chair of Governors and Headteacher within 10 working days of the visit.