

## Governor Maths Monitoring Summary Report: SPRING/SUMMER 2019

<b>Name</b>	Kate Goodhew
<b>Date of Visits</b>	i) 7 <sup>th</sup> February 2019 (Maths training) ii) 8 <sup>th</sup> May 2019 (Maths training) iii) 22 <sup>nd</sup> May 2019 (Class observation/discussion)
<b>Focus of Visits</b>	Monitoring the implementation of new approaches within the maths curriculum.
<b>Purpose of Visits</b>	To gain an understanding of the types of maths approaches in which staff are receiving training and their application in class.  To monitor the impact of the CPD and consider its value for money.
<b>Links with School Improvement</b>	Build on and consolidate the school culture of 'excellence' for all learners.  Develop a culture of lifelong learning for all learners.
<b>Staff visited</b>	All staff/KS1 staff (maths training)  Nicola Hall, EYFS/Y1 (class observation/discussion)
<p><b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.</b></p> <ul style="list-style-type: none"> <li>• Attendance at full staff meeting for "Can Do" Maths (Buzzard Publishing) training.</li> <li>• Attendance at "I See Maths" (Gareth Metcalfe) demonstration lesson as parent helper.</li> <li>• Class observation of "I See Maths" in practice in EYFS/Y1.</li> <li>• Discussion with class teacher, Nicola Hall.</li> </ul>	

## i) Maths training: “Can Do” (cascaded at staff meeting)

	Comments	Evidence
<b>Purpose of training</b>	To cascade training to full staff and demonstrate use of the associated resources.	
<b>How school intend to implement approach</b>	<ul style="list-style-type: none"> <li>- To be integrated into afternoon maths sessions for both pre-teaching and reviewing new maths concepts.</li> <li>- To be used alongside other maths approaches in lessons in all year groups to provide a rich maths curriculum.</li> <li>- Principle of shorter lessons to be adopted to make time for opportunities to review new concepts and promote deeper learning.</li> </ul>	Links in with Maths Action Plan
<b>Benefits of approach</b>	<ul style="list-style-type: none"> <li>- Demonstrated using the geometry module.</li> <li>- Includes videos to introduce specific maths vocabulary in fun way.</li> <li>- Builds knowledge through an active, practical, layered approach (Do it, Secure it, Deepen it, Solve it)</li> <li>- Provides an overview of the maths curriculum year by year for included topics.</li> <li>- Provides resources for reviewing and practicing maths concepts (in class/as homework). Can generate additional problems for further practice.</li> <li>- Includes resources for early years and more able maths problems.</li> </ul>	<p>Participation in training.</p> <p>Links in with this governor’s experience of best-practice concept vocabulary teaching as a speech and language therapist.</p>

## ii) Maths Training (Demo lesson by Gareth Metcalfe)

	Comments	Evidence
<b>Purpose of training</b>	To demonstrate the “I See Maths” approach to teaching staff in the context of a lesson with the pupils from the schools commissioning the training. The focus was on ‘Maths for Girls’ and as such only Y1 girls attended. Elements of basic maths principles and maths reasoning were demonstrated. Staff also attended a follow up meeting (not observed).	
<b>How school intend to implement the approach</b>	<ul style="list-style-type: none"> <li>- All staff will complete an implementation plan following training.</li> <li>- It will be used in all classes and this will be reflected in books and displays.</li> </ul>	Maths Action Plan
<b>Benefits of approach</b>	<ul style="list-style-type: none"> <li>- An extremely practical approach which allows pupils to experience and ‘live’ maths concepts first hand. Not just visual but active learning through problem-solving.</li> <li>- Very layered approach – introduces foundation skills and ensures confidence before moving on.</li> <li>- Supports differentiated teaching for varying levels of ability.</li> </ul>	Observation of the lesson and pupils’ response to teaching.
<b>Other observations</b>	<ul style="list-style-type: none"> <li>- Particular linguistic concepts were used to help support pupils’ understanding of the maths problems in a practical way (e.g. ‘same’/‘different’, ‘think’/‘know’, ‘could be/might be’, ‘first’/‘next’). While this vocabulary is appropriate to the pupils’ age, these concepts are often difficult for pupils with SLCN* to understand and could impact on some pupils’ access to the approach. This can be addressed through specific, detailed concept vocabulary pre-teaching.</li> </ul>	Speech and language therapy advice.

\*Speech Language and Communication Needs

## iii) Class Observation and Discussion with Class Teacher

	Comments	Evidence
<b>Purpose of observation</b>	To gain an understanding of how the approaches can be integrated into maths lessons in our school.	
<b>How school implemented the approach</b>	<ul style="list-style-type: none"> <li>- The “I See Maths” approach was observed being delivered in a EYFS / Y1 maths lesson (girls and boys) as demonstrated in the training.</li> <li>- The class used practical problem solving methods to generate different combinations of parts to make a whole.</li> <li>- The teacher demonstrated how the approach could be differentiated for different levels of ability / different curriculums. E.g. Free-choice of related (guided) table-top activities versus stretching more able pupils to apply their learning with different numbers/resources.</li> </ul>	Observation.
<b>Impact</b>	<ul style="list-style-type: none"> <li>- Both in whole-class activities and when working with R-time partners, the pupils were consistently engaged, they listened extremely well as a group and were keen to volunteer their answers (all levels of ability). They visibly enjoyed the activities and the challenges they faced.</li> </ul>	<p>Observation &amp; discussion with teacher.</p> <p>Data – Maths Summary</p>
<b>Discussion with Mrs Hall</b>	<ul style="list-style-type: none"> <li>- Mrs Hall spoke enthusiastically about the pupils’ response to the approach. She felt it brought maths to life, allowing pupils who can’t access maths from visual learning alone by helping them experience it in a practical way.</li> <li>- Mrs Hall explained that R-Time partners are randomly allocated and that the benefits of this method are that different combinations of pupils work together in different ways and bring out different strengths in each other. This could clearly be seen when observing how different pairs of children approached the problem in different ways.</li> <li>- Mrs Hall showed me how she is also integrating the “Can Do” maths approach to further support the children’s learning through reviewing, applying and practicing maths activities.</li> </ul>	

**Comments:**

The school leadership and teaching staff are clearly very dedicated to actively developing the maths curriculum and pupil progress in maths as evidenced by the level of CPD being implemented, the development of a specific Maths Action Plan and the great enthusiasm staff have demonstrated for the approaches both in training and in implementation.

Governor observations reflect a positive impact on pupils, indicating that the CPD and its application are effective. This CPD therefore appears to provide good value for money.

**Recommendations:**

Share findings with Governing body at main meeting.

Governors to support the monitoring of the data in the Maths Summary over time.

The Maths Action Plan clearly details the progression of the school's development in maths and clearly identifies areas for follow up, which the governing body will support.

Questions: Are there any areas of the training provided which need revisiting in staff meetings to maintain momentum? Do any of the changes to the maths curriculum need reflecting in policy?

Pupil views on their progress in maths will be very valuable. E.g: Through their responses to questions about learning in maths in the next pupil survey; through opportunities to record pupil reflections on their learning in their maths books; through informal discussions with pupils.