**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date:**  9am Tuesday 13th November 2018 |
| **People involved:** |
| Kate Hare  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To review progress towards SDP objectives and targets.  SDP Success Criteria:   1. 80% plus in each cohort will attain EXS or above in Maths (some cohort data may be specific and will be lower than 80%) 2. 20% (of the 80%) plus in each cohort will attain GDS in Maths 3. A consistent and effective scheme of learning will be implemented to ensure mathematical progression across the school that is supported by mathematical models and images.   SDP Objective: Attainment of Year 2 and Year 6 pupils in Maths will be at least in line with National and LA  1e. Develop practice to ensure that differentiation for more able/GDS pupils in Maths is challenging and well targeted. Ensure planning clearly shows provision for GDS pupils.  2a. All teaching staff will be supported to understand the concept of Maths Mastery and the links with assessment.  2d. Staff will have the skills and knowledge to model reasoning and mathematical explanations in problem solving.  2g. Greater emphasis on teaching and learning of timetables and number facts to impact ultimately on accuracy in calculation work and problem solving. Introduce 1-10-5 strategy for the teaching and learning of times tables.  2j. Teaching “buddies”will focus on Maths teaching. |
| **Summary of visit:** |
| Joined some parents’ Maths training. Kate illustrated the CPA approach to multiplication and division through early years and KS1, with examples of what children should know at the different stages and how the school approaches the learning. This included word problems and setting out mental calculation. Parents appeared engaged and supportive.  Using the HCC model, the structure of Maths planning is based on medium term objectives this year, instead of Mon-Fri plans. Each objective has a “learning journey” – a cycle of between 5-20 sessions, depending on the concepts being taught, and which can cross weeks if necessary. This more flexible approach allows teaching to be ‘back tracked’ if children have not grasped their learning, and provides a stronger foundation for meeting future objectives. [Yr 5 children currently having to unpick earlier fraction work].  Kate works with staff in assemblies, inset days, staff meetings, ‘Time to Plan together’ sessions, to model approaches to each learning objective, breaking them down visually. She has created posters with simple visuals and ideas. Staff work together within year groups, asking for further help when necessary. The modelling has resulted in a more playful/exciting learning environment and feedback from staff has been positive.  This medium term model is underpinned by more fluid planning based on the assessment of individual needs, GDS included. This includes necessary interventions and cutaway activities. Each learning journey is regarded as a road with 3 stops: eg 3D shapes  Stop1. play eg making models  Stop2. using knowledge to describe a shape; modelling the vocabulary, creating a poster, playing ‘guess my shape’  Stop 3. Pulling boxes apart to investigate shapes  KS2 has a slightly different approach.  1-10-5 strategy in place.  KS1 Objectives continue to be supported by 3 ‘Daily’ Maths Meetings, unlinked to the week’s learning. Any issues these generate are fed into the medium term planning or into interventions.  Books showed evidence of marking which stretched the learning. Photographs are taken to record concrete evidence of independent learning. November assessment data appeared to be on track. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Issues: Larger than normal number of lower ability children in year 2.  Weaknesses identified in KS2 |
| **Questions arising from activities/observation:** |
| What is the impact of the reworking needed in KS2?  How are problems being addressed? |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Governor awareness of the issues facing Mathematics teaching this year and work being done to address them. |