**Chalk Ridge Primary School**

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

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| **Time and date:**1.15pm Tuesday 4th December 2018 |
| **People involved:** |
| Tom GreenMadeline 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 LA1e. 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:** |
| [HIAS: Hampshire Inspection and Advisory Service. Provides school improvement services]Objectives 2a 2d Discussed the new approach to Maths planning. Supported throughout by Maths adviser Jo Lees, school is using HIAS long term and medium term planning modules. As in KS1, in long term plans the learning is structured as flexible units (learning journeys), each with the number of sessions required during the year. These are not set within weekly boundaries.Medium term planning adds detail to each learning journey with a wider, more flexible approach than previously. “Sub-objectives” are set out for each unit; Maths KPIs are highlighted within them. However each journey plan also contains other objectives which focus on the understanding needed in *support* of the KPIs. The depth of this wider approach does appear to support mastery much more effectively, ensuring that children are more secure before they are moved on. Year staff preplan each learning journey together with the help of the Maths adviser and/or leader if required. CPA is highly visible in this preplanning process. Staff produce plans pictorially with mapping, flow diagrams etc. From the example I saw, the teachers involved appeared to have brainstormed the learning in detail. This included agreeing the ‘concrete’ resources that the ‘journey’ would require. Jo Lees has observed lessons, held surgeries for staff and helped with their planning. This support seems to be producing a more flexible planning structure, with greater attention to security of knowledge and depth of understanding. Objective 1e Discussed how the new approach impacted on assessment and data collection. Data collection is based on the KPIs (ie those objectives within a journey that are highlighted in bold). GDS children should be able to apply a KPI, explain why they are right and how they have achieved it. Exercise books I saw, from different year groups, all showed a greater proportion of pictorial work than I’ve seen previously. In the past children have moved too quickly into the ‘abstract’ in Maths. ‘How Do I Know Sheets’ were also new additions. On these children can practise structuring their language in support of their progress towards GDS expectations, by explaining the reasoning they have used in their learning.Objective 2g A National Times Tables Test is to be introduced for yr 4 children. The school has begun a ‘Rockstars’ initiative for all KS2 pupils, launched by a fun Rock Star Day in which teachers dressed up as rock stars. This widely used software allows pupils to gain points by accuracy and speed in their times tables. Teachers can monitor individuals’ progress (*and* monitor how other school children in the area are getting on!) The children enjoy it – I felt the fun approach taken to the initiative appeared to be working. Objective 2j This appeared to be in place as staff were planning as a team, with greater consistency in teaching as a result.  |
|  **Student observation points:** |
| n/a |
| **Key points arising:** |
| Given the unpicking of some work eg fractions that was currently needed in year 5, we discussed the impact of the reduction in LSA support at this level, due to budgetary restrictions. We accepted however that it was important for children to gain a sound Mathematical basis in their earlier years, to avoid a continuing need to catch up later on. KS2 children and teachers are less experienced in the CPA approach, given its fairly recent introduction. However staff are fully supportive of the new approach to planning and the school is beginning to see results. Like books, working walls looked different. I saw vibrant walls in a variety of classrooms. On each the current learning journey was clearly defined. Key vocabulary was listed and there were examples of work in Concrete, Pictorial and Abstract forms so that children could see how the learning could move on. Importantly for GDS children, the walls finally asked children to explain what and how they had learnt |
| **Questions arising from activities/observation:** |
| Staff are currently producing planning in the traditional tabular form, as well as to the HIAS model. Is this to provide a safety net if supply teachers are needed? Will this increased overhead continue?How do we capture the data for GDS children ie their ability to *apply* a KPI? |
| **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. |