

Governor Visit to School

<p><b>Name:</b> Charlotte Lee - Maths Link Governor</p>	<p><b>Date:</b> 15/10/21</p>
<p><b>Responsibility:</b> Maths Link Governor</p>	
<p><b>Met with:</b> Lyn Eaton - Maths Link Governor Mr McNicholas / Sarah Brear - Maths Lead</p>	
<p><b>Purpose of visit:</b> To visit Liscard to see how mathematics is taught throughout the school on behalf of the governors.</p>	
<p><b>Governors observations and comments:</b></p> <p>Several Questions were asked at the start of the meeting with Mr McNicholas and Mrs Brear answering all without waver.</p> <p>We checked that there was time for monitoring and that the use of monitoring was worthwhile, we were informed that every year group will have a maths expert which others in the team can seek help from, this ensures that all the workload is shared amongst staff, the monitoring is completed within the year group and relayed back to the maths lead, from this data both year leaders and the maths lead can look for any children not meeting targets and put support in place where needed.</p> <p>When asked if there were any barriers to meeting targets and practice. The answer was an unequivocal no, we are lucky to have a broad range eg concrete resources within the school and Technology didn't hold us back due to the adequate amount of Ipads in each classroom. Delving deeper we asked if there were any knowledge gaps, we were informed that CPD is ongoing as they keep up with new methods and styles</p> <p>We visited a variety of classroom settings across KS1 and KS2 looking a broad spectrum of ability groups.</p> <p>The use of technology is evident across the school, many classes were engaged in learning using Smartboards and Ipads- which Mr McNichollas had previously mentioned that students engaged in many applications including, SumDog, TT Rockstar, Star Maths, White Rose, which is adaptable to every student and aligned, all of which create reports which the teachers find invaluable.</p> <p>Working walls displayed keywords and language for children to reference, all the children I engaged with knew about the wall, and the information displayed was current and relevant to the tasks.</p> <p>The many methods used to show information was amazing, children had both concrete and visual representation, depending on their knowledge and understanding.</p> <p>The Teaching assistants were moving around and working with children to offer support without disruption and are a major asset to the team, well done.</p>	

**Links with the school improvement plan, where appropriate:**

Lockdown had a big impact on lessons. The teachers worked amazingly hard to reshuffle the planned lessons on long division, time, fractions were moved to later in the year when the students could have more support in class. Engagement from pupils was high, those who were found not to be engaging were invited into school to partake in lessons. What has become evident is that students lack the resilience and efficiency that they would normally have, many students give up on problems and don't always use the best method to solve problems. This is therefore reflected in the current improvement plan: Resilience, Fluency and Efficiency.

Children are on track to meet targets in line with other schools, but as always Liscard would like to aim higher as we always try to achieve greater depth and have high expectations for all students. Attainment gaps are questioned and support with enrichment or intervention sessions are implemented. Daily Fluency focus tasks are done by all students which are then adapted by the teachers to; push those students who are working at a higher level, or reduce complexity for those less able. There is a focus on the lowest 20% as new training has been undertaken which will be fed back to teachers and Teaching Assistants to implement.

**Feedback to the Governing Body:**

I was very impressed with the consistency, progression and continuity across the school, and it was evident that all teachers are passionate and that they work in harmony with their TA's as was evident by TA's helping that lesser able or those who have not understood without disruption and without the need to distract the teacher. There was mutual respect from the students towards their teachers and students showed high levels of engagement. The mix of oral and mental maths was used in every year group, to check children's understanding and ability throughout the lesson. The challenges on TT Rockstar provide a good boost for students to engage more with mathematics.

I would like to personally thank the staff for their continued hard work, dedication and enthusiasm throughout the pandemic and how their continued support to students and fellow colleagues are above and beyond, and this has not gone unnoticed.