



Governor Link Visit Record

Governor Link Area	Maths
Governor/s	Connor Waring
Staff	Billy Waters
Date	11th February 2025

Agenda and findings

Due to Connor Waring (Governor) being new to the link role, a formal agenda was not followed during the visit. To support with settling into role, Billy Waters (Assistant Head Teacher/ Maths lead) talked through relevant policies and processes relating to Mathematics in school – see an overview of discussions below.

Following discussions, both Connor Waring (governor) and Maths leaders plan to begin following the agendas during the Spring Term. Connor Waring (Governor) is to send possible dates over and liaise with leaders for the next meeting to commence.

Main discussion points:

Billy Waters (Assistant Head Teacher):

- Presented the schools Mathematic policy and talked through the rationale behind the document.
- Explained that the school has shifted their approach in recent years to enable children to learn maths at an exploratory level before moving on to more abstract concepts. The setting follows the concrete, pictorial, abstract approach which helps secure deeper understanding rather than focusing on surface rules/facts.
- Explained how at St Barts, leaders and teachers want to equip young people for the future, developing skills that will contribute positively to their adult lives. Examples include, learning how to work out the cost of shopping or matching pairs of socks.
- Discussed how children access 'Fluent in 5' activities to develop fluency, knowledge of number facts and to revisit prior learning, often addressing misconceptions through assessment for learning strategies. These are differentiated for those working below age related expectations and to challenge more able students.
- Discussed the school's approach to planning arrangements. Currently, the school uses the White Rose Maths scheme to support planning arrangements and to embed a sequential curriculum that builds on prior knowledge. There is a mixture of fluency and reasoning and problem-solving tasks. Teachers are supported to facilitate this through CPD packages and ongoing support from leaders.
- In Early Years, teachers follow the same scheme for planning which are linked to the EY Early Learning goals. There is also a focus on maths being prominent in provision areas so that children can develop and apply skills further.
- Children working below age-related expectations or those with a Special Educational Needs may also access the scheme. Discussions held around 'Same curriculum, different starting point'. Class teachers have access to other year groups planning and use this to facilitate learning for those working significantly below ARE. Same day interventions are also used as a tool to plug gaps in development and to embed learning.
- Explained how the school has recently changed the order in which timetables are taught in school to support with the multiplication check assessment in Y4. Changes to the order allow children to acquire knowledge and revisit before taking the test.

- Teachers facilitate extra opportunities for children to practise maths at home, for example, TT Rockstars, Numbots and Emile. Children in EYFS and KS1 take it in turns to take home a maths rucksack to promote number facts at home and parental engagement.
- Explained how the policy also sets out how work should be presented in books and how this is quality assured through regular 'book looks' and moderation activities.
- Discussed recent data relating to Y4 Multiplication check and wider school in relation to those achieving age expected levels and beyond. Billy presented a table of data which compared data to local and national averages. Governor and maths leader to spend more time on data during future visits.

Challenge

If a young person, doesn't have access to technology equipment at home, how are they supported to develop their maths skills further?

School response – The school also utilises worksheet versions of spellings and maths homework. There is also an opportunity for children to access these apps during timetabled slots within school. Children in UKS2 also have a regular 'homework club' where technology is provided for those who choose to attend.

Further questions

What are the next steps for developing the maths curriculum offer at St Bartholomew's?

School response – The next steps in terms of curriculum are to encourage further support at home and develop further sessions for parents and ensure quality first teaching is embedded to see a data rise in all areas of assessment. We have refined our approach to teaching times tables and will continue to embed new initiatives to see a continued rise in children's attainment.

Staff Signature

Billy Waters

Governor Signature

C. Waring