

Governor Link Visit Record



Governor Link Area		Maths – Pupil voice and book look
Governor/s	Titilayo Adewuyi	
Staff	Billy Waters	
Date	25/4/22	
Year group(s): Yr 3 and Yr 6 Number of children: 8 children in total		
<p>Questions asked during pupil voice:</p> <ol style="list-style-type: none"> 1. Do you enjoy maths lessons? 2. What makes your learning enjoyable? 3. How do you use maths outside of school? 4. What can you do if you are stuck with anything in maths? 5. Do you use maths displays to help you in lessons? 6. What kind of resources do you use to help you with your maths? 7. Can you find a piece of work you are proud of? 8. Can you show me a time where you struggled and what happened after it? 9. Do pupils in class ever get slightly different work? 		
<p>Commentary:</p> <p>Overall, the interview with the children went well. Most of the children appeared to be very excited about the subject and they were able to share the different topic areas that they enjoy most - either because of success they have had when completing the task in that topic area, or that they get to engage in using skills that they enjoy for that topic (for example colouring in pie-chart working out fraction).</p> <p>Most of the children were able to demonstrate an excellent understanding of how they could relate the knowledge and skills they learn in Maths to the outside/ real world. They shared examples of how they can use mathematical knowledge for when they go shopping, when playing games, whilst planting in the garden, for business and a child even stated that “ Maths knowledge is important in all professions”.</p> <p>The children mentioned different types of learning resources they use in the classroom (both visual and physical) that supports their learning or reminds them to remember what they have been taught. They also highlighted how the resources are often changed based on the topic they are learning. Some of the learning resources mentioned were counters, both whole numbers and decimals, Timetable Rockstars (home support resource), Base 10 , fraction walls, pie chart etc. The year 3’s explained how they don’t use as many learning resources compared to when they</p>		

were in yrs 1 and 2. The year 6 student shared the same view that they are able to work a lot more independently compared to the previous years. So, the use/ need of learning resources for support reduces as the year group gets higher to encourage independence and time management.

Each of the children were able to talk me through some of the topic areas that they find challenging - they explained the different types of support they can get whenever they are stuck with a particular topic, they can either first work in their teams and ask their partners , if not resolved then they can ask their teacher. They also shared how learning walls and looking back at previous work can be a strategy they employ. They explained how a “same day intervention approach” is used- they get to do a couple more tasks in that area until they are able to display more understanding in that topic area.

The children were excited to show me some of their maths work that they were really proud of. They told me how some pupils may get slightly different work from others. This is to ensure that pupil are uniquely supported either given a easier task to start with or some are given more challenging task based on their learning strength. Some pupils discussed different levels of challenge through “chilli pepper” ratings.

Some of the children expressed how they find some topics more challenging and one expressed that he really does not like the subject - however, he does well in completing his task. Myself and Mr Waters explained to the children how the more we practise, the better we become at doing any challenging work, in which the children expressed agreement to.

Some of the language used by pupils was: problem solving, reasoning, challenge extension etc.

Positives/strengths:

Very good understanding of different topic areas in Maths.
Positive knowledge and understanding of the subject.
Excellent display of self awareness and confidence.
Very good effort in communicating their answers well.
Support and strategies in place to support children at school.

Areas to develop

Myself and Mr waters discussed how feeding back to parents and providing them with information on how they can support their children at home to fill any gaps in knowledge.

Explore and introduce children to different methods to solve topics that appear more challenging.

Mr Waters talked me through how the school is introducing some new intervention resources to better support pupil in the school.

Spring term governor questions:

- a) Are there any concerns about the progress of any child; or children with an identified special educational need or disability? Are there targeted plans in place to support their future learning and development? What involvement is there with parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professional)?
- b) How are pupils eligible for pupil premium supported?
- c) Are planned interventions impacting on progress for targeted children? (How is the impact being measured?)

Mr Waters comprehensively outlined what the school has put in place for each of the questions above.

Mr Waters mentioned how pupil progress meetings are in place for specific children. When putting intervention in place for pupils, the school will assess what is already in place and what further support can be given.

There is an IPM – Individual Provision Maps for individual needs for those children with SEND.

Mr Waters also talked me through how the Pupil Premium funds are allocated and spent to support pupil e.g for tutoring and academic mentors.

Staff Signature

B Waters

Governor Signature:

TS Adewuyi