



Governor Link Visit Record

Governor Link Area	Mathematics
Governor/s	Connor Waring
Staff	Billy Waters
Date	20.05.25

Agenda and findings

The following reports reflects the Spring Term agenda. Bily Waters and Connor Waring are to agree a suitable date/time for the summer agenda to be discussed.

Connor Waring and Billy Waters looked through some workbooks for Y3/Y4. We discussed presentation in books, pupil progress and the marking and feedback policy.

Spring Term Agenda:

(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)?

- Billy Waters and Connor Waring discussed using data to inform which children require additional support. Billy explained that class teachers have regular pupil progress meetings with senior leaders and the SEND team to discuss barriers to learning and further support strategies, which often include targeted and personalised interventions in line with the graduated response to learning.
- Billy explained that teachers use assessments to identify which children are not making expected progress and this opens the door for further discussions with relevant professionals. Often, assessments are moderated with phase leaders and other teacher where they can compare and triangulate judgements.
- Billy also explained that teachers use formative assessments continuously when teaching in the classroom, so they can give feedback in the moment and further accelerate progress. Children can also access a 'same day intervention' which is usually carried out shortly after a lesson has taken place, with a view to plug gaps in learning and get children ready for the next phase in the sequence of learning.
- The SEND Team meet regularly to discuss SEND register and children who require further support. Following this, SENDCos meet with class teachers and offer guidance and support. This often includes mapping out new ideas through formulation meetings and/or making a referral to external support services such as SENIT cognition and learning team, STARS, Virtual School and Leeds Educational Psychology service.
- Billy also explained that children who require additional support have an Individual provision map which captures what a young person requires to be successful in their learning: this promotes consistency between professionals and enhances an element of predictability for the young person.

- For children who are on the SEND register, additional parents' evenings are structured so that questions can be asked, and support can be offered to parents either through the school's pastoral team or external outreach services. The setting also offers parent workshops to enhance skills and learn new strategies to promote positive outcomes

(b) How are pupils eligible for pupil premium supported?

- Pupil premium strategy statement is located on the school website.
- Assessment tests
- Voice 21 – oracy programme – SALT.
- Phonics programme helps decode language.
- Maths Hub Training/CPD for staff - MPQ programmes.
- Coaching for staff, linked to performance management targets.
- Subsidise education visits – maths city (year 6 trip).
- Maths day (number day NSPCC).
- Workshop running in the hall for maths day.
- Tutoring service – teacher paid extra for times. Jane (head teacher) and Billy (assistant head) also lead groups and children attending often qualify for pupil premium.
- ELSA programme.
- Subsidised breakfast club to support readiness for learning.

(c) Are planned interventions impacting on progress for targeted children? (How is the impact being measured)?

- Pupil progress meetings identify children who need further intervention. Often the impact of interventions is discussed here, and further support strategies are mapped out.
- Number stacks intervention – videos online to help teachers and peers – teachers have resources packs to deliver the intervention.
- Mastering number in KS1, uses concrete apparatus to teach mathematical concepts.
- Assessment data allows staff to measure progress over time. If a child is making progress, the intervention should be contributing to this.

Child Views gathering activity.

Overview: Billy Waters and Connor Waring spent time with Y3/4 students, asking them a range of questions about maths in school – see an overview below. Please note, child responses are underneath each question, and they have been written in the first person.

Questions:

How do you know your doing well in maths?

I get my worked marked with ticks.

We get a score for each lesson, 1 – didn't fully understand, 2 – in the middle, 3 – Met the objective.

Connor Waring (governor) asked what happens if you get 3 all the time? "We get a challenge card with words on"

It's not bad if we get questions wrong, mistakes are good.

What can you do if you're stuck in maths?

If I'm stuck, ask a friend or ask the teacher.

Counters and resources on our tables

We have white boards that we can use.

We correct in green pen to show how we make progress.

We have same day interventions which means extra learning.

Young person gave an example of a same day intervention and stated, "I didn't do many questions, so I needed some extra help".

What do you have in your classroom that could help you with maths?

Working walls

Worked examples

Success criteria is displayed

Sometimes words are displayed – I've learned the word "area".

We use place value charts, rulers, cubes and base 10.

Find a piece of work you're proud of, why?

I liked learning about area because I managed to get on the second sheet, and it was challenging.

I learned about coordinates today and we were plotting on a map. Young person could say they were learning about translation with some prompting.

We were learning about fractions and decimals, and I got a 3.

Learning about temperature – I liked it.

What maths homework do you receive?

We get maths homework sheets sent home.

Timetables maths books – we get a, b and c to challenge us.

Timetables rockstars – we sometimes need to do catch up with Mr Waters!

Further questions/Challenge:

Does the setting follow a specific 'model/approach' when completing moderation activities?

During data input meetings, staff are allocated time to go through their judgements. This often involves looking through books to see if children are being given the same level of support and challenge. Staff work closely alongside each other in year group/phase teams. Pupil progress meetings are also completed in year groups, so discussions around levels are regular.

How are the impact of interventions measured? How do staff know if they are impactful (or not)?

Staff that complete interventions complete pre and post assessments. This is also on our intervention records that teaching assistants complete. Numberstacks (maths intervention) comes with its own assessment that tells staff children's starting point. There are no workbooks or folders, as lots of the work is done on whiteboards. Teaching assistants from class take their own children out, meaning there is a strong link to quality first teaching that can be brought into the classroom environment. Discussions around interventions play a large part in our pupil progress meetings.

Staff Signature B Waters

Governor Signature: C.Waring