

GOVERNOR VISIT - PUPIL VOICE (Maths)

Visit Date:	7 July 2021	Name: Wendy Vincent
Visit time:	2 – 3:15 pm	
School Development Plan priority area <ul style="list-style-type: none">To maximise progress for each pupilPupils to have opportunities to solve problemsPupils to be given opportunities for reasoningFor more able pupils to be suitably challenged and extended	Focus of visit <ul style="list-style-type: none">To gain an insight about the pupils' attitudes toward Maths	
Structure of the visit <ul style="list-style-type: none">To hold interviews with small groups of pupils from years 2, 5 and 6		
Principles to be explored and questions to be asked <ul style="list-style-type: none">Do the pupils enjoy Maths lessons?Do they think they have got better at Maths this year?What helps them learn in Maths?What do they do when they get stuck?How often do they get to solve problems?Do they get to explain what they have done?Do they like using Times Tables Rock Stars?What do they like/dislike about doing Muscle Maths?Do they get to use Maths in different lessons?Is Maths useful in real life?		
Safe-guarding <p>The children were exceptionally responsive and happy to talk about their learning. I was impressed how they tried to answer the questions thoughtfully and honestly.</p>		
Summary to be entered on Governor Monitoring Plan: <ol style="list-style-type: none">Key points<ol style="list-style-type: none">Generally the children enjoyed Maths lessons especially when they were fun and the Maths was neither too hard nor too easy. They were less enthusiastic about revision.All children were able to explain what they were good at and what they needed to improve on. They found marking and correcting their work useful and could learn from their mistakes. Most felt they had got better at Maths this year.The children were able to explain what helped them learn in Maths including Diene's cubes, 10 frames, number lines, 100 squares and mini-white boards. However, because of the need to sanitise equipment these weren't always used as much during COVID-19 restrictions.The children were able to explain the strategy used in their class when they were stuck – e.g. 5 B's (Book, Board, Brain, Buddy, and Boss) and "3 before me". Some of the children didn't like being stuck and felt confused or frustrated or embarrassed or worried that the teacher would think they hadn't been listening.All children recognised that they are asked regularly to solve problems and explain their reasoning. Several said they enjoyed a challenge and having to think. Although some of the children enjoyed giving explanations, many found it hard to know what to write. The children in Key Stage 1 knew they had to use "because".The younger children enjoyed Times Tables Rock Stars and this was set for homework. Some of the older Key Stage 2 children had only recently been given their log ins and felt they already knew their tables.Not all the classes seem to be using Muscle Maths on a very regular basis. Some of the children didn't like the pressure of having to complete the questions in 3 minutes.The children stated that they had used Maths in Geography, Science and PE.All children appreciated that Maths was useful in the real world and could explain its importance in jobs, industry, shopping and cooking.Next steps – who and when by<p>WV to meet with CG to discuss what next steps should be considered</p>		

3. Impact of governance

- a. Demonstrates to pupils that their views are valued by the Governors and staff
- b. Monitors the implementation of the School Development Plan
- c. Increases the Governors' understanding of how pupils learn in maths

Date and focus of next visit: Meet with CG before the end of term

Governor signature:

W. Vincent

Date: 8/7/2021

Staff signature: