

Maths Walk 8 November 2017

As part of Maths week, parents and governors were invited to see Maths teaching and learning. Parents visited their children's class and governors went to their link class or their child's class.

What did we do?

We visited a particular class as described above.

Year 6 were learning about ordering and finding the difference with negative numbers.

Year 5 were learning about equivalent fractions.

(Add info about other classes?)

What did we learn?

There was a range of adults (teachers, teaching assistants and student teachers) in the classes to support all the learners. Homework is set in Maths and uses Abacus online or Maths books. There is a Maths club that children enjoy and where they can get additional help in Maths. A parent reported that the Maths club had improved her child's confidence.

In Year 6, the children have activity books where they do their 'bell work' when they come into registration.

During the week, the children had the opportunity to take part in different Maths activities e.g. a Maths afternoon with a range of activities, a special assembly with Maths puzzles and prizes.

Positive comments

There was a very good turnout of parents and families with 66 visitors to see Maths. We felt that the information on the newsletter, the separate letter about Maths week and the text reminder about coming in to see Maths had encouraged parents to visit. Parents told us that they had enjoyed seeing Maths in action and looking at their child's work. They also told us that teachers are happy to give extra help outside of the lesson if children request it.

We could see that the work was differentiated and differently supported. The more able were stretched and there was an opportunity for all children to attempt a more complex task on reasoning and working on a Maths problem that was expressed in words rather than numbers and symbols. This linked with the SIP strand on Maths reasoning. Year 6 also had a challenge question at the end of the lesson.

Children worked with enthusiasm and enjoyed their learning. No time was lost through being stuck on what to do as they helped each other and worked in pairs and then in fours. There was a good pace to learning and different stages to the lesson e.g starter activity, explanations, examples of what they would be doing, choice of problems, extension tasks and whole class discussion and recap at the end of the lesson. Staff in class helped the children as well and checked their understanding.

Children were able to talk about what they were learning and tell us about their work generally, how they were helped and what homework they had. They explained the different marking codes on their work and how they correct their work.

Any questions?

We asked if parents could be asked for their comments about the visit. This was later done by text, asking that parents could leave comments on the school's Facebook page or on the school's Twitter feed.

We asked the children about the marking codes and asked the parents what they thought about coming in to see Maths. They were very positive about the experience.

Parents' comments

Parents said that they were impressed by what they had seen.

Future visits

We could follow up progress on developing reasoning skills.

Other comments

There was a real buzz around school. The children were keen to show their Maths work to their parents. Parents enjoyed the visit and found it helpful. It was a successful example of parental engagement.

SIP links

Key Issue 4: improve Maths reasoning across the school