

Numeracy Learning Walk — 7 March 2016

A group of governors visited to school to look at Numeracy.

What did we do?

We met Miss Hodgson, Numeracy Co-ordinator, who gave us some information on how Numeracy is taught and then we visited each class.

Nursery: the children were doing different activities in class and outside eg using tongs to select and count items, counting figures, selecting shapes, learning to write their numbers and count them, singing counting songs.

Reception: the children were being taught as a whole class and were learning about taller and smaller. This was linked to Titch, a character in a book. They were deciding if an object was taller or smaller than Titch. They discussed their answers in pairs.

Year 1: the children were learning about subtraction using a number line. Again, this was whole class teaching (guided practice). Later they had individual calculations to do to practise the learning.

Year 2: the class was learning about multiplication using Maths Makes Sense methods.

Year 3: the children were outside, working in pairs and groups, making Carroll charts to show characteristics of different things eg by colour, material, speed.

Year 4: the children were in groups doing a variety of measuring activities eg using the trundle wheel to measure the perimeter of the corridor, measuring outside on the yard and working in class on perimeters problems using an algebra formula.

Year 5: the class was using algebraic equations to work out values.

Year 6: most of the class were learning about decimal places and a small group was solving real-life problems with Mr Marshall.

What did we learn?

We learnt that school has reviewed the use of the Maths Makes Sense programme. It is still used, but teachers select which parts and methods are most suitable for the children. The children are now taught in their class year groups and not in mixed-age groups.

There is good support from additional adults. All classes, except one, had extra adults. We saw SEN support, and also saw that small group work is used for more able children. We saw whole -class teaching by the teacher where the TA then went to help anyone who needed it. The Maths timetable is arranged so that it is usual to have extra adults in class.

Positive comments?

The children were really enjoying what they were doing and we able to talk to us about it. A 4-year-old in nursery showed us that she was confident in counting and could write her numbers and knew how to make a zero into ten. Older children were willing to say if they needed help during whole class teaching.

There was an excellent range of activities and resources. Teaching was enthusiastic and impressive and we could see that different levels of activities were for different groups of children.

Children throughout the school had a very good level of understanding from Nursery to the older classes. Some activities were very complex and had difficult concepts, eg year 3 could explain about explicit and implicit information in Maths. The year 6 group with Mr Marshall were working on difficult calculations where they had to read a lot of text to get their information.

What did we ask about ?

We asked about interventions. There are additional interventions at different times for Maths outside of lessons eg before school and after school. We asked about progress in particular classes and about progress of different groups, eg SEN, boys.

What might we do in future visits?

We could ask more widely about the impact of interventions.

At our next Curriculum and Performance Committee meeting we will look at attainment and progress data for Numeracy.

Other comments?

Miss Hodgson was very informative and knowledgeable about how Maths is taught and about progress of different groups. We also looked at some books in different classes and could see the Maths marking scheme in practice eg codes for guide practice, teacher help, independent work, self or peer marking.

Some of the younger children told us that they talked about their learning at home with their family.

We could see that the children are confident in the language of Maths, even in the early classes. They could relate their understanding of Maths to the methods they were using.

Links to School Improvement Plan

SIP 2 KS1 and Yr3 attainment

SIP 13 New curriculum

SIP 22 Development of GB