



## Governor Visit Report

Name	Cllr G Davies, Chair of Governors Ms J Yee, Mathematics Governor
Date of Visit	23 <sup>rd</sup> April 2018, 9.15 – 10.30 am
Focus of Visit	Mathematics
Classes/staff visited	Year 3
<p><b>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.</b></p> <p>Observed Year 3: Children and Teacher had great resources. LM explained the structure of maths. Coaching structure was explained. LM has coached all staff throughout the year. KM has developed her Maths teaching and provided an excellent lesson for Governors and presented structure of the lesson. All children have their own text book, workbook journal and every resource they need for the lesson. Staff have all online resources to support lessons.</p>	
<p><b>How do you feel this visit has helped you to develop your role as a Governor?</b></p> <p>This is the second time we have visited a class to see Singapore Maths. We have watched LM and now observed how she has coached and supported other staff. It is inspirational to see how each child works out the method to be used.</p> <p>We had the opportunity to:-</p> <ul style="list-style-type: none"> <li>• Understand how the school is teaching Maths.</li> <li>• Speak to the pupils.</li> <li>• Able to get staff and pupils views on style of teaching.</li> </ul>	
<p><b>Positive comments about the focus</b></p> <p>Real life problem from the beginning: visualisation. Concrete pictorial abstract – Numbers. Great visual impact put into Journal – reflective</p> <ul style="list-style-type: none"> <li>• Children love Singapore Maths.</li> <li>• Staff love teaching and report good skills are being developed</li> <li>• All children on task</li> <li>• Effective use of resources</li> <li>• Children all engaged, focussed and given opportunity to explain methods</li> <li>• Difficult to identify ability of children as all involved in lesson</li> <li>• A child who explained a super method to the class was later identified as SEND</li> <li>• Lovely to see mixed ability children discussing and learning from each other.</li> <li>• Good to see use of time vocabulary to support children</li> <li>• Evident that journals have a great impact on understanding</li> </ul>	
<p><b>Aspects I would like clarified / questions I have</b></p> <p>How does the Teacher check good understanding?</p> <ul style="list-style-type: none"> <li>• LM explained about the research behind guided practice and use of questioning within the lesson.</li> <li>• LM explained that the Teaching Assistant in each year group, take a support group to clarify misconceptions.</li> <li>• Pre-teach groups are shown the problem before the lesson to support confidence and enable ideas for methods to be formulated.</li> <li>• LM explained mental maths is ongoing during the school day.</li> </ul>	
<p><b>Ideas for future visits</b></p> <ul style="list-style-type: none"> <li>• Year 3 group to be tracked each year throughout the school by Governors. This is the year group that started Maths in Year 1.</li> <li>• Whole school planning, overview and outcomes to be analysed.</li> </ul>	

**Any other comments**

This is a truly remarkable method of learning Maths. We are 3 years into the programme for the whole school.

We know reasoning will be enhanced through this style of teaching.

It was evident the coaching structure, from LM, has supported staff and we would like to thank LM.

We would like to thank KM for an engaging and super lesson.

**Signed:** *Cllr Davies (Chair)*

**Governor:**

**Signed:** *Mr S Brady*

**Headteacher:**

**Signed:** *Ms J Yee (Maths Governor)*

**Date:** 24<sup>th</sup> April 2018

**Date:** 25<sup>th</sup> April 2018