

**Governors Report – Summer 2021**

***Maths***

***Lorna Billington***

***Achievements and Intent***

***Intent****:*

It was the intent for this year to build on from previous years where REAL LIFE MATHS had been firmly secured as a baseline. All pupils at Orrets have a tailored programme of study as each pupils needs are identified and met through a structured learning programme.

The focus for Orrets Meadow: to prepare the pupils for the real world to the best of their abilities. Through maths we wished to allow the children to encounter REAL LIFE opportunities and extend their knowledge and understanding through maths activities and experiences.

***Implementation***

PROVISION DURING LOCKDOWN for those at home: It was the intent of Orrets to continue our programme of study for maths, however deliver it through google classroom and paper packs.

Parent support Meeting: ‘Real Life Maths’ went ahead Via Zoom and was well received.

REAL LIFE MATHS: Of course as a result of the Covid 19 outbreak and consequent lockdowns, trips to the shop etc were impossible. With this in mind each class was encouraged to set up a class shop and facilitate ‘real life’ type experiences buying and selling products. This work was differentiated throughout the school and ran along- side the existing programme for maths, enhancing problem solving and the four operations. ‘Measure’ and ‘Time’ activities also supported the pupils understanding of the real world.

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**CPD**

**22/1/20: Maths Assessment**



***Staff Meeting: MATHS MODERATION***

***Courses:*** I have attended all maths subject leader courses as facilitated through ‘Sarah Squared’.

These include latest findings, advice and recommendations. Staff meetings led by myself reflect advice shared at these meetings.

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***Quality of teaching learning : Assessment / Review***

***Impact***

Pupil voice demonstrated that all children had really enjoyed their REAL LIFE maths lessons and that this had impacted on their confidence for real life encounters when dealing with money, time, measure and or social situations.

Staff reported that they too had enjoyed teaching

 REAL LIFE MATHs and that they had also observed development in pupils.

***Assessment after lockdown***:

* Firstly, teachers were asked to consider the progress of their own class and identify those pupils who had been greatly, moderately or minimally affected by the lockdowns.
* Secondly, to identify what elements needed greater support. Taking account of the RTP (Ready To Progress criteria) introduced by the DFE.
* Thirdly, identify when, who and how extra provision would be facilitated to ensure that learning gaps be filled.
* Pupil progress meetings recorded
* Additional needs groups then incorporated pupils who had not accessed school physically during lockdown or those who had but had shown up as needing extra support.

***Assessment*** (White Rose Hub end of term assessments / assertive mentoring and animal awards) took place during April prior to the Easter Holidays as I considered it important that identifying gaps in learning as a result of lockdown was a priority and that future planning was based on identified needs. The results revealed that the majority of pupils continued to make some level of progress and for those who needed it, more support had been identified and provision put in place.

NOTE: As a result of the Covid pandemic both KS1 and KS2 Maths Statutory assessments for May 2020 were cancelled.

**Moderation**

The focus for the Maths June Staff meeting was Moderation. All staff bring a selection of work and discuss the expected level their pupil is working at. Discussions here reflect on the pupil as an individual and the progress being shown as well as the work meeting the set criteria.

Work scrutiny: ‘Real life Maths’

Learning walks have focused on pupil engagement and mental maths.

**Strengths**

Staff are confident delivering a range of activities to meet the diverse needs of our pupils. Staff feel the White Rose Hub programme of study, along with extras from a range of sources, supports teaching and learning.

Real life maths has been well supported through maths, social skills and life skills.

**Ways forward**

As the school co-hort changes and a greater proportion of pupils with speech, language and communication difficulties are attending the school, the impact of such difficulties needs to be addressed in relation to the knowledge, comprehension and understanding of maths. Recent studies have shown that the use of language and the understanding of terms are paramount to the progression of a pupils learning and understanding. With this in mind the focus for the Maths section of the 21/ 22 school development plan will be ‘The Language of Maths’.

Training booked: Staff Meeting - September 15th - Talking Maths

I look forward to developing this focus over the coming academic year.

Thank you for your time and continued support

Lorna Billington