**Parent Governor Visit 16/6/17**

**Class 7 Miss O'Brien**

The focus of this term's visit was to watch a child from our matched class do ‘sensory circuit’ in the hall after break at 11am so they were ready for learning, then follow them into a maths class. We were to observe the maths lesson and look in different pupils' books commenting on measure work in particular. ‘Measure’ is the Orrets Meadow maths focus this year.

Sensory circuits are used to both energise and settle children into the school day. Children showing certain behaviours such as fidgeting, poor concentration, excessive physical contact or lethargy are taken out of class and given the opportunity to work with a member of staff at the same time each day for a reviewable time period. The children complete a series of activities which results in an improvement in alertness, concentration and coordination. The children involved all enjoy their sessions and they are seen as a vital part of the school day for those children that need them. I was able to observe one of the children taking part in a very physical sensory circuit involving lots of movement and energy expenditure, ball throwing, side-stepping in, through and over ropes, and whizzing around the hall at great speed on a go-kart; great fun but also fulfilling a number of aims and objectives for the child concerned.

Many thanks are owed to Class 7 for allowing me to join their maths lesson. They were completing a Key Skills work sheet and were very impressive, showing great concentration, knowledge and ability. The Class was divided into three groups depending on level and amount of support required. Each child was able to answer the questions independently and explain their reasoning.

I looked through a number of workbooks for different students to see how the topic of Measure had been approached. There were lots of photographs showing the many activities used to explore this important area. Time was explored in context by answering questions such as "What time do you go to bed?". Days of the week and months of the year were dealt with similarly and problem solving cards were used to work with a partner to solve problems involving converting between units of time. Capacity was explored by estimating volume, converting units of measure, litres to millilitres, and using scales. Money was looked at using the mini-shop to solve problems involving the calculation and conversion of units of money, adding coins together in a very practical and useful shop situation. The length of different objects was measured using a variety of equipment along with conversion between different units of metric measurement. Mass was investigated using weight scales and balance scales and the children looked at approximate equivalences between metric units and common imperial units. What a lot of excellent work! Well done Class 7, all the children, and the very hardworking, committed staff.

Caroline Innes

Parent governor