**Orrets Meadow School**

**Governor Class Visit – Focus Maths**

**Wednesday 15th May 2024**

It is always a pleasure to visit with my adoptive class and today I was fortunate to be able to come in and observe a maths lesson. My thanks to Robert who invited me to sit by him during my visit, everyone made me feel very welcome.

Mrs Billington is the subject lead for maths across the school she also delivered the lesson today. Maths has been a key focus of the school development plan and there have been many positive changes that she has embedded in the school. I meet with Mrs Billington as part of my role as numeracy governor. I am aware that Mrs Billington monitors and carefully analyses the data for the whole school so no child gets left behind. During the recent Ofsted inspection the school achieved an outstanding grade which we are all immensely proud of. Maths lessons have been developed to ensure high expectations and give the children an improved understanding of the subject and how that relates in real life.

The children had enough space to work, they worked in small groups, supported by the staff and were happy and engaged in their learning. During the session children felt if they needed a time out break, they understood what to do and how to communicate this to the adult. The use of colour cards and feelings cards are in the class so children can communicate what they need. The teacher gave them enough space to regulate how they felt. The lesson was relaxed but moved forward and kept the children interested.

The teacher began the lesson with fluency exercises that consisted of writing down mathematical sums on the white board and explaining how 12 divided by 3 could be represented. Lots of different examples of how sums are written and how they can be represent groups of 3 or 4 to make the 12 and become fact families. During the activity the children used coloured cubes as well as their whiteboards, they knew how to use number lines to help work out what numbers would need be added or subtracted to get to the answer. The cubes were also an excellent method to provide visual support. Constant reinforcement as well as the opportunity for children to speak and express mathematical number helped children to feel comfortable as well as develop more confidence. The adult to pupil ratio is small so children get the help they need. Each table worked on the same question using different methods according to need. The session had been structured so the children could have a short break after so long so they did not become overwhelmed. The staff and children stood and used hand/arm exercises for a few minutes allowing a short break without breaking the rhythm of the lesson.

The next session was about money and the value of money, not just in a monetary sense but how we value things and could you put a monetary price on anything? Mrs Billington explained to the children so that they could reflect on friendship/love and what that could mean, she gave an example of love for your mum and dad or friends is that something you could put a monetary value on. Children were aware of the differences between true friendships and perhaps ones based solely on money. Discussions around why we needed money and why and what things we would need to have money for. The discussions reinforced life skills and gave the children the opportunity to think about things. As part of building positive life experiences the children had visited the local shop and bought sweets etc. however, many of the children handed their money over and did not understand what change they would need to get back. It is planned for the children to visit the shop again later on in the year to repeat the experience. It will be a good indication that the children are making the link between value and the price of something and to ensure they have the correct change. Modelling real life experiences with what the children learn in the classroom is empowering for them.

The teacher used lots of examples of how much something was in monetary value using role play and buying different things. All the adults supported their groups and there was plenty of opportunity for speaking and listening. Examples of different things to buy, how to calculate how much change you would need to receive back in return. Mrs Billington also explained why you needed your change and why it was important. The lesson was enjoyable for the children and they joined in and shared their thoughts and ideas of what was expensive and what was not. The lesson was a fantastic way to teach so many concepts and ideas through discussion and example. Not only were the children being taught about maths, but about ethics and what to consider when making monetary choices. All of the staff in the class are highly skilled and you can see they love the lessons with the children and are so supportive of every child.

So that the staff know the children have understood what has been taught the traffic light system is a visual way to indicate that they have understood. Green for OK, amber for I am not sure may need help, red did not understand. No child was indicating red, majority were green. The children also mark their work in their books and colour code that so when the teacher is marking them she knows how they feel. The learning environment is positive and well-paced so the children enjoy it, do not feel over whelmed and were fully engaged in their learning. The session finished with everyone sitting at the front of the classroom and final discussions around what had been learnt during lesson, just that particular activity promoted speaking and listening as a whole group.

All too soon it was time to go but I enjoyed being with the children, seeing how they work and interact together. They came up to me to say they enjoyed my visit and I said I enjoyed it as well. I look forward to coming back again.

Such a privilege to join in a lesson thank you.

**Cindy Cooper**

**Maths/Class Governor**