

### **Governor Visit Record**

<b>Date</b>	November 24	<b>Governors</b>	P Ford-Hutchinson, C Green
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>• To understand the maths lead role in delivery a sequential curriculum across the provision.</li> <li>• To understand how the maths lead monitors the quality of teaching and learning across the provision.</li> </ul>			
<b>Links with School Development Plan</b>			
<p><b>Whole school targets</b></p> <p>Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.</p> <p>Continuous investment in professional development and learning advances staff skills, promoting outstanding pedagogy</p>			
<b>Background preparation</b>			
<ul style="list-style-type: none"> <li>- Discussion with head teacher (partner school input)</li> <li>- Read through website</li> <li>- Previous governor visits 23-24</li> </ul>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
Discussion took place with Jamie Wheaton (Maths / Pathway Lead)			
<b>Issues to be raised with the Full Governing Body (if any)</b>			
<p>The role of the maths lead has changed this year, as he is no longer teaching his own group. This has given him the capacity to move around different groups to monitor the quality of teaching and learning, as well as offer coaching. This allows the maths lead the opportunity to model exemplary mathematical teaching to less experienced teachers and HLTA's. When the maths lead takes a session in the classroom, he follows the group's planning, ensuring students have access to a consistent curriculum. This links to the whole-school target of setting the highest professional standards, as well as aligning with the maths lead's own appraisal targets.</p> <p>In this role, the maths lead is working across both the core and extended pathways, from pre-Key Stage to GCSE level. After Christmas, he plans to work within the Engagement and Engagement Plus pathways to explore how maths can be integrated with green-scale activities for this complex cohort. The maths lead believes that, through the development of his role, he is better able to identify areas for improvement and collaborate with other leaders in the school, including pathway leads, to implement support packages when necessary. This collaborative approach is helping staff to become more confident in knowing they are doing the right thing.</p> <p>The maths curriculum has been developed to promote consistency in the quality of teaching and learning. This has been achieved by creating resources that classroom leads can use to support the delivery of a sequential curriculum. These resources</p>			

include pre-teach vocabulary, which focuses on essential "anchor" words that students must know before new content is introduced; "Goldilocks" words, which students develop as they learn content at their curriculum level; and "challenge" words, which prepare students for future learning. The content of the curriculum is selected to be both age-appropriate and skill-level appropriate. The maths lead has also created Teacher Knowledge Organisers. These organisers support the delivery of high-quality lessons, incorporating a three-part lesson structure: starter, main task, and plenary. This structure is monitored when the maths lead works across different classes.

Currently, the maths lead is working on a sequential skill sheet, which will assist classroom leads in understanding what content has been covered previously and what will follow. This is linked to the assessment criteria and will be developed for each strand of maths as the school progresses through the long-term plan. Once students move into Key Stage 4, they can access a range of qualifications, from pre-entry to GCSE. The maths lead is particularly passionate about the use of manipulatives, such as Numicon, within the curriculum, as these support students in grasping complex concepts and making progress. Further training is planned across the school to aid in the delivery of maths.

There have been many changes to the curriculum and assessment at Cleaswell Hill over the past year. As a result, this year is focused on embedding what has been put in place and upskilling staff to ensure consistency in the quality of teaching and learning. The maths lead feels that he is in a strong position to support this process within his role. Maths and English are now planned, delivered, and monitored in a similar way. The documentation produced for these subjects ensures a consistent approach, which supports staff workload, as there has been an increase in collaborative planning. This collaborative planning now occurs daily, as long-term curriculum planning has already been completed by subject leads. The use of 'launching into' statements is having a positive impact on progression within the core pathway, as students are developing the prerequisite skills necessary to make progress. It is hoped that this will allow a greater proportion of pupils at Cleaswell Hill to access qualifications.

#### **Plans for Follow-up Visit**

Visit in spring or summer term to focus on:

- Seeing how the maths curriculum is being implemented within the classroom environment.
- Discussion with classrooms leads to understand how the maths curriculum is impacting on teaching and learning.

#### **Date reviewed at FGB**