**ORRET MEADOW**

**GOVERNOR VISIT**

**FRIDAY 27TH NOVEMBER 2015**

**CLASS VISIT**

**PURPOSE OF VISIT**

It is always a pleasure to visit the school and it is lovely when the children remembered who I was.

A key priory at Orrets Meadow is the maths. I was invited to visit my adoptive class to sit in and observe a maths lesson. The visit has given me the opportunity to see for myself the strategies that have been put in place to support the teaching of maths.

During the lesson there was a short activity in mental maths, children were given a number by their teacher on their boards and were then asked to make as many sums as they could to arrive at the number on their boards they worked on their own. The children worked quietly and this allowed everyone to concentrate. I asked the teacher if the activities were differentiated and she explained that each table had work appropriate for that group. Children had different resources to help them, number grids and well as number lines. Children then shared their best sum with the rest of the class. This was followed by another activity in which one of the children was given a number by the teacher and the rest of the group had to guess the number by asking questions by using mathematically questioning e.g. is the number more? Is the number less? Is the number odd? Is the number even? This was very popular activity and many hands were up in the air to be picked to ask a question. Once one of the pupils thought they had guessed it they had a go.

In the last activity the teacher explained the learning objective to the children at the start of it and she went through it first on the board. The activity was about data handling, she explained what the key to the activity was and how to represent it on the paper. She encouraged then to use the resources in their maths pack. Whilst they were working, I had the opportunity to look through the maths books and evidenced the use of the traffic light system. When I asked the children if they understood they could tell me what it meant, this was reinforced because at the end of the data handling activity the teacher asked them to hold up their cards. Each pupil had the choice of holding up a red, amber or green to show if they understood the activity. Most children held up green which indicated they understood they what they had been doing. Each activity did not last more than 15 mins so they did not lose interest.

I observed the children enjoying their lesson and they clearly had the support from both the teacher and teaching assistants. Groups worked with adults around the room on their own tables and the high staff to pupil ratio meant there was someone there to help quickly.

I asked a couple of pupils if they knew what to do if they needed help and they said they would show red to the teacher, the children coloured their own activities at the top of the page with a colour. The teacher explained that when she went through the books she could see if anyone needed additional help. I asked one pupil what the 'star' target was and it was explained to me by the teacher that she set a target and when it was achieved the pupil had a star in their book.

One pupil who said he was not very good at maths when I looked at his book he had a lot of the activities right and had achieved 'star' targets. His teacher explained that often children do have low self-esteem but he can do his work and was good at maths.

The children as always are delightful and I would like to thank the teacher and teaching assistants for allowing me to join them for this lesson. I am looking forward to returning again next year.

***Cindy Cooper***

***Vice Chair of Governors***