

**Governors Report – Summer 2024- 2025**

***Maths***

***Lorna Billington***

***Intent****:* Todevelop further the teaching and learning of shape, space, measure, position and direction through the Maths curriculum.

***School Development Plan***

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| **Focused Priority** | **Title** | Develop further the teaching and learning of shape, space, measure, position and direction through the Maths curriculum. |

***Why do we need to adapt our curriculum?***

*This year the aim of the maths school development plan was to further develop the teaching around shape, space, measure, position and direction. The general trend with relation to our co-horts is showing a greater percentage of children working at lower academic levels. With this in mind there is a need to teach and overlearn aspects related to shape, space etc in a variety of fun and progressive ways.*

***Implementation / CPD***

*During the year there have been several staff meetings looking at a range of dynamic and interesting ways to teach and support the learning of Shape, Space Position etc.*

*All staff have attended this training and have added aspects to their teaching to further enhance their teaching and subsequent learning by the pupils.*

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*We looked at the latest research and the elements of child hood development related to maths concepts and skills.*

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*As a staff we have explored the terms used within our curriculum which direct teaching and learning experiences and have taken account of the emphasis based on experiences related to terms such as: ‘investigate, exploring, awareness, engagement, responses and repetition to name a few. We revised progression through these maths genres through a group activities where we had to label learning by relating it to the step or year group.*

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***Impact***

*The impact of the school development plan was overall to enhance the teaching of Shape, Space, position etc. As a staff we explored the elements involved within teaching these areas of maths and discussed activities and experiences we felt would enhance learning and retention of facts and skills.*

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AI-generated content may be incorrect.*To assess impact both ‘Pupil voice and staff voice’ were collected. The results demonstrated that staff felt secure in their approaches to teaching and that children were collectively enjoying and learning from their lessons.*

*Book scrutinies now referred to as a ‘Book look’ and learning walks were also carried out to support and evidence the impact and delivery of the topics. These were a delight to carry out and again demonstrated a wide use of strategies, activities and experiences.*

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***Courses:*** *I have continued to attended maths subject leader courses as facilitated through ‘Sarah Squared’. These include the latest findings, updates, advice and recommendations. Staff meeting reflect advice shared at these meetings.*

***Maths Moderation***

*Within School we continue to carry out maths moderation. Here all teachers attend and bring with them work from their class to share and moderate according to the National Curriculum objectives. Teachers discuss the pupil as a whole and reflect on how the pupil has met the objectives and address any worries or concerns related to their additional needs.*

***Assessment***

This continues to be made through Assertive mentoring and the White Rose Hub assessments at the end of each term. We also assess mental maths using ‘Animals Awards’.

***Strengths:***

* *As mentioned earlier staff feel well prepared to teach maths in all areas.*
* *Pupils are happy with their lessons and learning demonstrates progress. Book work demonstrates progression and a wide variety of activities and experiences.*

***Ways Forward 2025 - 2026:***

* ***Continue to develop teaching and learning for a lower academic co-hort within the four operations. Namely: addition, subtraction, multiplication and division.***
* ***Training from Sarah Squared for all staff.***

*As always I would like to thank Cindy as the maths governor for her continued support and enthusiasm this year.*

*Lorna Billington*