



Record of Governor Visit

Name of governor:	Rod Baddon
Date of visit:	25th September 2022
Staff visited:	Rhea Williams, Deanna Weavers, HT S Addison, during visit by A Coney
Purpose of Visit:	<i>Curriculum Monitoring Mathematics [FS to Year6] and Deep Dive with Rhea Williams and Deanna Weavers, both Maths Leads, and School Educational Lead Anna Coney</i>
Visit reported to:	Ms Sarah Addison, Headteacher, FGM
Focus of visit e.g. school development plan priority area	
School development plan, mathematics curriculum from FS to Year 6	
Key questions to ask	
1. Curriculum in place and fully implemented across the school 2. White Rose meets the need of the National curriculum 3. Strategy for delivery 4. Monitoring of delivery, progress and impact 5. How are SEND pupils supported 6. Curriculum development, knowledge based not activity 7. Resources required	
Answer/information shared	
1. Both Leads stated that White Rose meets all the requirements of the Maths National curriculum. 2. Knowledge led delivery using subject vocabulary, supported as evidenced in books and in class. I.e. speak like mathematicians. 3. Each class teacher is responsible for delivery of the maths curriculum to their own class. Maths is taught each day in the morning and the lesson starts with short 'flash back' warm ups also to help with subject fluency. 4. Each teacher assesses the progress of pupils through bookwork checks, followed by any necessary actions if further individuals or group support is required. 5. Photos taken (normally on the pupil i-pads) are extensively used and stuck in the children's books to show e.g. interventions for each pupil's need. They are sequenced on the page with the standard class work to plan. 6. Both Leads on checking progress and conformity with teachers are to see for themselves and not just 'TRUST' it has been actioned as in uniform delivery of curriculum. 7. SEND pupils follow the curriculum but may be given less testing to match their capabilities and supported in class with small group and individual help	

Evidence provided to support answers/information shared
Book checks. Classes 3 and 4, 5 and 6 teaching viewed. Working Walls viewed.
Key learning outcomes
A common curriculum is in place from FS to Y6 and continues to be developed by White Rose and the school. Good teaching in place with good support for SEND and academically weaker pupils, but needs further development for the better maths pupils and ensure in y1,2 that poor readers are not inhibited in mathematics.
Next steps and additional questions
1) review staff continuing the White Rose program as agreed across the school and book checks with comparison to agreed school standard. 2) review staff use of 'flash back' revision at the start of lesson and time taken 3) follow up on year 1 and 2 non readers not precluded from the more challenging maths 4) class visit and chat to pupils 5) check top students being adequately challenged 6) review use and format of 'working walls' 7) check what impact monitoring is carried out to minimise risk of lower than expected results from not teaching to White Rose structure.