**Orrets Meadow**

**Numeracy Report**

**Thursday 11th November 2021**

As part of my role as numeracy governor, I meet with Mrs Billington so that I can learn about the how the subject is delivered. Maths is a key focus for the school and it is essential that pupils enjoy their learning so that they continue to develop their knowledge and confidence.

My thanks to Mrs Billington for her time despite the many challenges of covid, she has still managed to evaluate and monitor the work going on.

We discussed Talking Maths and how best to develop confidence and the ability to verbalise mathematical language.

The long term plan with a focus of maths language was share with me and Mrs Billington informed me that the 15 mins mental maths was very positive and was continuing. Instead of just multiplication it now includes facts and relationships, additional and subtraction, multiplication and division, recall fluency, number bonds, inverse relationships, problem solving and mastery. These 15 min slots help the children remember core skills and strengthen their confidence in their ability to do mental maths.

Mrs Billington also provided me with a summary of her recent Maths review and subject Action plans. The new terminology of declarative knowledge, procedural knowledge and conditional knowledge has been shared with staff. Supporting the children to draw on past learning and applying it to new learning is a skill that will give them the ability to problem solve. The White Rose Hub is still used as a scheme of work, however the school uses different assessment methods that monitor pupil progress.

The school utilises an assessment framework called Assertive Maths, some of the pupils who are working on pre curriculum levels are assessed using pre curriculum steps. The activities are broken down into 7 steps (the 7th step is a new addition this year). This helps the school assess and evaluate pupil progress in key areas e.g. Spatial awareness, shape, pattern and measure. The children work through the steps and when they achieve a level they are given an animal award e.g. level one is rabbit and so forth. This promotes positive feedback and gives the pupil a sense of achievement, even if they do not achieve all the tasks in each level as they complete an activity and can demonstrate their knowledge, they would still get an award. This has proved popular with those children and it strengthening and developing confidence.

In additional to the above the school also uses a Ready to Progress criteria for year 1 to year 6 and it gives different descriptors of the various strands that pupils should be able to complete when appropriate.

Mrs Billington has also completed a learning walk over a several days focusing on maths fluency, she has also undertaken a maths book scrutiny. Whole school target of real life maths and improving fluency have been shared with staff in meetings. Ways forward for the whole school have been discussed and all staff have been given the information they need.

My thanks to Mrs Billington for her time and the information she has shared with me. I have enjoyed learning about how the school is moving the subject forward. The last year has brought many challenges for both staff and pupils. The subject is well scrutinised by the maths lead and she ensures that everyone knows where to get information and resources.

I look forward to meeting again this academic year to see how the information that has been shared is having an impact.

***Cindy Cooper***

***Numeracy Governor***