**Shark Visit – Autumn Term 2022**

I was able to visit Sharks class today, to observe their maths focus lesson for the day. They were learning about perimeters. It was lovely to be so welcomed by staff and pupils.

As all the children returned from break, they were prompted to use the Zones of Regulation system to rate ‘where they were at’, alongside their wellbeing scale, which the children used beautifully in combination. The pupils were able to share why they felt they were in within a particular zone and pupils were able to share why they felt ‘less than a 10’, where appropriate, to receive acknowledgement and support, as appropriate. It was lovely to see for some pupils that their sensory needs were being met discretely, during the session, as appropriate, with no disruption to the rest of the class.

The maths lesson started with a mental maths starter game which helped the children transition from an active playtime into being ready to learn. The activity was differentiated to the ability of different pupils and they were able to independently access the game. Alongside, reinforcing base maths processes this was a lovely opportunity to see the children practicing social skills, turn taking, collaborating and working in partnership.

The lesson transitioned into an activity on the whiteboard, which again reinforced maths key knowledge whilst also encouraging team work between two halves of the class. It struck me how well the children have developed skills in waiting, listening and attending while other people took their turn, giving positive praise to their peers. The class also respond well to use of the class reward system

The whole class were gathered at the interactive whiteboard for lesson input before splitting into three groups to provide differentiated support and challenge. At the whiteboard, children were supported by a visual step by step work through of the concept of calculating perimeter which was further consolidated through an engaging video with a real life example of working out a perimeter which they could relate to.

The class were invited to discuss in pairs which gave them an opportunity to develop their explanation skills, whilst allowing class staff to check previous knowledge. Adult support was evident, subtly, supporting pairs that need help with this discussion.

Within the differentiated groups it was evident that the groups provide valuable opportunities to aid children to access support strategies which are appropriate and extend learning as is appropriate. Through lesson observation, and reviewing pupil’s books, it can be seen how well class staff use different methods and materials to ensure all pupils access the lesson and develop skills in line with their ability. The grouping allows for individual support, and consolidation of a point, as required. The children were happy to share the different methods they were using to achieve the goal of calculating perimeter.

Throughout the lesson the class staff could be seen to check the security of other maths concepts, and language, whilst focussing on calculating the perimeter.

The lesson ended with an extension activity outside calculating perimeter which allowed the children to be active, take a movement break and put what they had learned to a practical use.

It was an absolute pleasure to visit the Sharks class today. Alongside the focus of the maths lesson it was lovely to see the independence fostered by class staff and the gentle support of positive self-esteem in trying and feeling ok about making mistakes as opposed to feeling down. The class are obviously learning this and it was delight to see them positively supporting each other as well. I look forward to my next visit to class.