

Liscard Primary School Mathematics Link Governor Report 08/10/2024

- **Staff involved in discussions and visit:** Subject Leader John McNicholas and Mathematics Link Governor Sarah Brear

Structure of the visit: Discuss previous year's data outcomes. Discuss whole school improvement plan progress for the last school year and how the school improvements for this year have been identified. Discuss recent and current metacognition research and how that has impacted on the maths provision at Liscard Primary School.

Key Points:

- The GLD data demonstrated 55% of children achieving the expected standard demonstrating 5% drop from the previous years' intake.
- KS1 data in respect of mathematics was 79% achieving the expected standard and 17% achieving the higher standard.
- KS2 data was 84% at expected standard, an increase of 3% from the previous year and significantly higher than the national average of 73%. 30% achieved the higher standard, an increase from 19% the previous year and a national average of 25%. The SAT paper this year had the highest percentage of maths specific technical vocabulary (a school improvement target last year) and pupils still achieved well above national scores. Improving higher levels was also a SIP target last year, seeing an increase at both KS1 - 1% and KS2 - 21%.
- The results of the Multiplication Check demonstrated 81% scoring over 20/25 and 47% achieving full marks.
- Outdoor learning in EYFS has demonstrated improved questioning skills by staff and use of maths specific language with greater opportunities for maths learning outdoors.
- ECTs demonstrate improved subject knowledge with Book Looks showing effective teaching of sequences, effective use of maths specific vocabulary and appropriate and varied activities.
- Discussed metacognition and what it looks like specifically in maths with Middle Leaders across school identifying evidence of metacognition applied in lessons during Autumn Term.
- Introduction of teacher assessment Years 2-6 using Learning By Questions for formative assessment during lessons to identify and address gaps

Current SIP:

- ➔ Continue to support ECTs and less experienced staff with planning and teaching strategies with Tara Loughran (Maths Specialist Consultant) delivering six training sessions across the year, exploring the Maths Toolkit. Book Looks to monitor.
- ➔ Ensure adaptive teaching is meeting the needs of all learners (especially as many year groups now have mixed ability classes)
- ➔ Effective teacher assessment across school demonstrating that gaps are identified and addressed during lessons when possible, using 'real time' assessment with Learning by Questions for Years 2 - 6 and summative assessments with LBQ to assess each strand presented in a variety of ways and address any gaps identified at

this point. EYFS and Year 1 continue to use and monitor effectiveness of current assessment strategies in place.

- Ensure all staff have the subject knowledge and skills to teach fractions (decimals and percentages) across the school through six training sessions delivered by Tara Loughran.

Next Visit: Spring term with a focus on:

- Whole school Book Look for evidence of:
 - Adaptive teaching
 - Self evaluation
 - Coverage
 - Metacognition strategies
- Evidence of effective use of self assessment by staff in order to identify next steps and fill gaps in learning.
- Pupil interviews to identify metacognition strategies in place.