

'1-3-5 Cluster'
Collaborative Enquiry Day Feedback

Date of Enquiry:

20th June 2018

Enquiry Team:

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Liz Ghamar—Assistant Head teacher, Primrose Hill
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Agreed Focus of Enquiry:

Maths--Learning and Challenge:

- What does teaching and learning look like across the school in maths lessons?
- How are resources being used to support learning at all ages?
- How is reasoning and explanation being promoted and used to ensure children have an in-depth understanding of mathematical concepts and skills?
- What do children think about their learning and progress in maths?

School Staff involved:

All staff were involved

Sources of evidence:**Morning**

The Primrose Hill team members worked in two groups with one of the external team members in the morning. Throughout the morning the team discussed their finding and then worked together in the afternoon.

Afternoon.

A child was identified in each year group who talked about their maths learning and showed the team their books.

Two-year-old and EYFS Portfolios were scrutinised

Learning walks

Notes of the visits to individual classrooms were given to the Leadership team for feedback to class teachers—the following notes summarise the findings:

Learning environments are consistently of a high quality with helpful learning prompts and learning walls that, together with clearly labelled, accessible and appropriate resources, support children to work independently. Throughout the age range children often label displays and learning walls and

by the end of KS2 these child initiated learning walls are an important and valued part of teaching and learning.

Maths is clearly reflected in cross- curricular displays, both in classrooms and in the public areas of school.

In the Early Years maths is integrated very effectively into independent work, often modelled by adults and then used by children with the result that learning becomes embedded and is a firm base for future learning. Maths vocabulary is used accurately from the nursery and is developed throughout the age range. All teachers are skilled at adapting teaching strategies according to the specific maths concept or task they are teaching and use questioning well to challenge and deepen understanding, ensuring that children understand the task and can reflect on and articulate their thinking. Support staff are well deployed and support children very effectively. As a result teaching is meaningful; children are clear of expectations and are confident, purposeful and resilient.

There is consistent and very effective maths provision throughout the school and children are making excellent progress because of the skilled teaching.

Interviews with children in KS1 and KS2 about their maths book and learning

All books were well presented with a good and volume of work. All these children, who were of middle ability, could explain the marking policy and were able to identify where they had self-evaluated and how they had responded to teacher comments. They understood and could articulate how the process helped their learning. They described the way in which they worked and how they are supported by working walls and resources as well as by teachers and teaching assistants. They were confident and articulate -- clearly they enjoy maths and feel successful.

EYFS Book looks

Portfolios and evaluation sheets for children from the two-year-old provision as well as those in EYFS were scrutinised. There was a wide range of evidence, which included photographs of maths activities as well as child, or teacher initiated written work. These were linked to ECM and showed progress across the year group and throughout the phase with next steps identified.

These are carefully presented and annotated conveying a sense of pride in children's achievements

Even better if:

- Teachers would reflect on the groupings within the maths lessons in order that children sometimes have the opportunity to work with others
- List of maths vocabulary developed to ensure a consistent approach
- Teachers ensure that children know that they can use resources to support independence whenever they feel the need
- When appropriate teachers encourage children to write explanation of their thinking in order that understanding can be embedded

