**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Kathleen McDougall** |
| **Subject Lead** | **Rebecca Simmons** |
| **Date** | **28-May-21** |
| **Subject** | **Maths** |

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| **QUESTIONS** | |
| How long have you been subject leader? | Rebecca has been a subject lead since September 2020 |
| Were you given sufficient training to be subject leader? | Yes, Rebecca went on multiple maths lead courses and had one on one training |
| Who do you go to if you need support? | Chris and Craig are the first point. And Becky Flaherty the previous maths lead is still a t Cleves and available if needed |
| Do you feel well supported? | Absolutely. Everyone is supportive. |
| What steps have you taken to bring improvement or add value to the subject you lead? | Quite a long list:  -created a how to guide to whole class maths learning. Met with year leaders to discuss first. Then rolled it out to the whole school. Made herself available to discuss.  -wrote the 3 I’s documents  -Created exemplar work for each year group  -was not enough resources to go around, spoke to year leaders with wish list, and discussed how to best spend the money. Organised resources when they came.  -supported member of her year team with planning  - had observations and be available to talk through lessons  - Supported an NQT on an observation.  -Developed a planning scrutiny and see how they were implemented  -Conducted a pupil voice as they are in sets of maths.  -Created a new maths planning template for whole maths class  -Worked with intervention teacher to have best practices  -Met with C.H to discuss findings.  -Planning to meet with yr leaders again individually to give feedback / support. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | Provide a curriculum which is both challenging and enjoyable. Secure in math foundation and not afraid to take risk,  Provide high level of curriculum  Provide maths opportunities to allow a broad and meaningful math education |
| What have you done to implement it? (Can you give one or two examples.) | By creating a guide to provide for all children and abilities, it is able to have a high ability of maths program. This had to be visible to ensure all maths whole class and sets were still to high standard  Rebecca ensured it is all to high standard |
| What impact are your aiming to achieve over children’s four years at Cleves? | Want children to leave Cleves as competent mathematicians  Able to reason ideas using math language  Depth of knowledge  Solve increasing complex problem with resilience  Provide support and adequate stretch regardless of ability  Reach full ability and potential  Enjoy maths ! |
| How do you know you’re on track to achieving that impact? | Conduct book looks  Planning scrutinises  Consultations and discussion with staff  Look at schemes of work to ensure progression  Complete pupil voice  Consistency among all lessons of high quality  Retrieval of knowledge  See engagement  Conversation with year leaders  Support teachers that need it  Tracking progress |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | Yes  Chris and Craig are great at giving opportunities to allow time to complete tasks  Rebecca completed monitoring |
| Do you keep evidence of your own work and of children’s work samples? | Pupil Voice  Exemplar work bank |
| How would you describe outcomes in your subject area? | Outcomes are very strong - end of KS2 data  Excellent results  Conversation with year leaders, the outcomes across years groups are very good |
| Why do you think identifying key knowledge is important? | Really important to identify so that staff can plan appropriately.  Allows focus on the children’s outcomes |
| How do you build in retrieval? | Plan for retravel and space on plan to have it  At the start of every lesson, the children retrieve  Gap analysis to see where and what is needed |
| How do you support colleagues? Can you give an example? | Rebecca has an open-door policy  Given Covid, email has worked to set aside a time to discuss  Multiple cases where this is the case  New planning format and mapped out steps so that rest of the team can pick up the plan  Make it very clear that Rebecca is approachable |
| What next for your subject – is there scope for even more? | Question around whole class maths, or to go back to sets  Ensure confidence in teaching  Any gaps that covid has allowed and close that gap |
| How do you link your subject into other subjects’ curricula? | Maths comes into lots of different areas, and Rebecca does take into account other subjects. Such as Science and she works very closely with the Science lead  Outdoor learning with measurement and tie them in  Time – reinforce time |
| Does safeguarding feature in your curriculum – and if so, how? | Yes - safeguarding features in all areas of the curriculum and is everyone’s responsibility |