

## Observation Feedback Report

Elson Infant School: Year 2 Maths

Topic: Multiplication

### About the school

Elson Infant school is a 3 form entry infant school in the urban area of Gosport, Hampshire with 9 classes and 270 pupils. The buildings are quite modern in design, with the main corridor on a long curve which allows each class access to outdoor areas and the field. There are fixed glass divides between classrooms and small open plan work areas leading onto the long corridor. The school shares a leafy site with a pre-school Children's Centre and the Junior School. It is part of a two school Federation with an Executive Head and Heads of School. The School came out of Special Measures recently in under two years, and is securely good with some outstanding teaching and leadership. Pupil numbers have remained high with pupils entering the school broadly in line with that expected of their age group, the community supports the school well.

**Class context:** Taught by Hayley and her LSA, who make an outstanding class team. The pupils respond well to their established learning routines, class organisation is excellent, expectations are high and the school has recently developed further values to support pupil's learning and behaviour through 4 Superheroes – a project lead by the Head of School. Hayley is considered an outstanding teacher and has a role in the Local Authority Year 2 Moderation team – her speciality is the teaching of mathematics and strategies for modelling and supporting positive pupil behaviour.

### Observation feedback

*The observations below are collated directly from the video evidence only. They do not replicate what an observer might record during an observation but seek to explore and evaluate the learning and the factors contributing to it.*

### Teaching

- The teacher introduction indicates that previous teaching and assessment is leading towards targeted consolidation and planned progress for different groups.
- The use of arrows and other imagery to build multiplication problems links to current topic work.
- The teacher models the solving of the problem  $4 \times 5$  with grouping and a number line and the TA supports a group working to understand  $4 \times 2$  with larger scale resources.

- Different groups seem to be directed to varying methods of multiplication including grouping, repeated addition, number line use and arrays. There is an emphasis on teaching conceptual understanding through the different approaches.
- Two children from the teacher's group are immediately moved to a choice of method once they have shown they understand array and others follow the same process. This enables brisk progress based on accurate assessment.
- Working wall diagrams provide clear and precise explanatory models.
- Teacher feedback reflects well on the series of lessons and the need for progress across lessons, leading to recall of multiplication facts from memory.

### **Exploring the children's learning**

- Pupils appear to know multiples of 10 to 100 with some confidence.
- When pupils are asked 'what does multiplication mean' they offer a range of related terminology but seem not to be able to articulate definition.
- Pupils explore the concept of  $4 \times 2$  in the context of their topic and can draw a diagram to represent the calculation following the adult model provided. They are beginning to express this as a number sentence.
- Talking about the definition of multiplication and its associated vocabulary seems quite challenging for children. They have a range of associated concepts but are challenged in trying to link them together.
- Pupils apply themselves well to the different multiplication methods and work diligently. They seem to accept challenge readily.
- Self assessment generates some useful information about individual pupils for the teacher as well as an overall picture of their perceptions.

Overall the lesson has provided pupils with valuable experiences to explore the concept of multiplication. They tackled these well and appear to cope positively. An observer would need to talk with pupils to establish their understanding of:

- The method they were engaging with
- The links between methods
- The overall understanding of the concept of multiplication

### **Exploring the practice observed**

The purpose of observation is to open a dialogue about learning in the lesson, across the sequence of lessons and how it can be further developed to maximise progress.

To this end a number of questions could be followed up from this lesson observation to explore learning and to inform next steps.

- Which is the stronger / weaker area of knowledge of the pupils – the concept of multiplication and what it means or the ability to calculate multiplications with resources? How would a teacher take this further?
- With at least 4 different ways of multiplying in use how do you evaluate and assess pupils' understanding of the concept and each method?
- How will pupils consolidate the different methods and concepts coherently as 'multiplication'? How will you know they are making these links?
- For how many lessons will you be following this theme through? What specific outcomes do you want pupils to achieve by the end of the sequence?
- Was the teacher's use of the working colours effective in giving feedback to children?
- How effective was the teacher's planning in terms of her use of the LSA with a particular group?

The dialogue created by such questions should inform further planning and the evaluation of progress at the end of the sequence of lessons.