

Visit Report

Name: <i>Amy Ewing-Simmons</i>	Date:
Purpose of visit: <i>To observe a speech and language session with Foundation children.</i>	
Links with the School Development Plan/SEF: (How does the visit relate to a priority in the School Development Plan or SEF?)- <u>To improve learning outcomes for all children by-</u> 1. <u>Improve the Quality of Teaching and Learning</u> <i>READING-: Embed new approaches (comprehension and fluency) and review assessment.</i> <i>WRITING-: Grammar and Spelling</i> <i>MTHS-: Embed mastery approach to mathematics.</i> <i>PUPIL GROUPS-: refine effective approaches to targeting pupils.</i> 2. <u>Further develop the curriculum</u> <i>Revalidate Healthy Schools status (PHSE)</i> <i>Develop teaching in science- investigation/ application of maths</i> <i>Development of ICT for engaging in learning at home.</i> <i>My visit links to 1. Pupil Groups-: refine effective approaches to targeting pupils.</i>	
Governor observations and comments: (e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?) <i>I observed a speech and language session lead by Miss Clark. children were selected to be part of a small group in which through songs, activities and games they were encouraged to use and build communication and language skills. The group *</i>	
Any key issues arising from the governing body: (e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)	
Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit) <i>A follow up visit is to be organised to see how the children have progressed.</i>	

* was mixed ability and across both Foundation 1 and 2.
Each child had the opportunity to practise their skills in a comfortable and secure setting whilst being encouraged to participate.

Miss Clark used Makaton alongside spoken English. The children also used Makaton. Each child was challenged and interacted with in a way that was appropriate for their ability.

Miss Clark encouraged eye contact and paying attention to the person speaking as well as other essential communication skills. The children were consistently praised when completing what had been asked of them as well as for displaying appropriate behaviours. She also used repetition to reinforce the correct use of language and context.

It was a very positive experience for each child and it was clear they had a sense of accomplishment upon completion of tasks.

After the session Miss Clark told me that the children are given the sessions according to their needs i.e. once a week/ twice a week. She also meets regularly with the speech and language therapist to develop, plan and put in place the correct support for the individual children.