

Visit Report

Name: Jenny Horton	Date: Feb 15 th 2022
Purpose of visit: to spend time in reception as I am link governor for EYFS this year	
Overall aims for school development plan 2021/2022	
SDP 1: Quality of education	
1.1 Catch-up learning missed due to Covid in order to move towards raising attainment in reading, writing and maths for all pupils and groups- boys, pupil premium, more able	
1.2 Provision of a progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 Attendance - Raise attendance of boys to at least match girls, of PP pupils to at least match all pupils and reduce PA of PP pupils (19/20 target)	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 Review Safeguarding procedures to ensure they remain robust	
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?) My visit enabled me to observe how these aims in our SDP were being addressed in EYFS	
SDP 1: Quality of education	
1.2 Provision of a progressive, broad and balanced curriculum	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
My visit lasted from 1.15pm to the end of the session.	
1. Phil Riozzi in his training day on the Intentional Curriculum said of Early Years that the curriculum consists of everything you want the children to experience and be able to do- it should be ambitious and should	

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stimulate interest as well as follow interests. Careful sequencing of experiences and activities will help the children build their learning over time. He emphasised the importance of depth and security in their childrens' learning at each stage before moving on.

2. All of what I saw yesterday exemplified these principles.

The session started on the carpet with the children identifying numbers from number cards held up by Mrs Walker. They then went on to hold up the requisite number of fingers to represent the numbers displayed as a group and also individually. Mrs Walker and Ms Clark then demonstrated measuring introducing different measuring tools for different lengths eg a ruler for short lengths, a measuring tape for longer items. The key vocabulary of longer than, shorter than was repeated and later in the afternoon was reinforced by the telling of the story Titch. The children were then introduced to the method of measuring using lego bricks and this became one of the challenges for the session.

3. The children were told to find a challenge and moved from the carpet calmly to do so. There were a wide range of activities set out for practising and consolidating experiences and learning across the prime areas of PSE and physical development (one group went outside), communication and language, as well as the specific areas of literacy, mathematics, understanding the world and expressive arts and design.

Eg roll the dice and then build a tower of bricks the height of the number shown, then build a shorter and taller tower laid out side by side.

There was a string of statements on cards which the children needed to read and then place on the table to show if they were true or not eg Is rain red? Can a hen peck?

In another area there were a number of toys laid out on the table and the children had to write their names on pieces of paper provided.- eg fish, bath, sheep chips- helping children use the phonemes they have been taught in phonics.

There was another table with shelves around it housing different kinds of papers colouring materials, scissors etc at which the children could experiment and use for a purpose they had devised.

Mrs Walker led a group of 6 children using a ten frame divided into two layers with the children being asked to lay out counters making a number shown with some in the top section and the remaining in the bottom. This highlighted different ways in which a number eg 8 could be made $4+4$, $2+6$, $5+3$. The children then had to read out their number sentence. Number language used and practised, and questions asked, 'How many would we need to add to make 10?'

The children moved smoothly between these activities some working individually, some with a partner with Ms Pulman supporting and assisting as and when. At the end of the session, the children tidied everything away accompanied by tidying up music and pictures of children tidying on the screen. They then came to the carpet lined up quietly when told to move and walked to the hall for a singing session led by Miss Clark, which included a memory game – Kim's game, action songs including number ones and movement. WE then returned to the classroom for a story before home time and book bags were handed out.

4. PSE- Throughout the afternoon staff modelled good personal/ social behaviours in dealings between themselves and when interacting with the children. It was obvious that the children were learning from this 'way of behaving' and were replicating it in their interactions with each other eg speaking politely, taking turns, listening to each other, helping etc

This ethos of warmth and welcome is also extended to visitors like myself with staff and children wanting to share their work and achievements.

Any key issues arising from the governing body:

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(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)

Visit shared with governors as part of that evening's T and L committee meeting.