

Visit Report

Name Jenny Horton:	Monday June 3 rd 2023
Purpose of visit: To observe the teaching of phonics and reading in Reception	
<p><u>School Development Priorities 2022-23</u></p> <p><u>Quality of Education</u></p> <p>QE 1 Target intervention effectively and consistently (eg class focus, additional intervention, pre-teaching, tuition) to ensure children ‘keep up’ not ‘catch-up’.</p> <p>QE2 Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding. All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</p> <p>QE 3 Accelerate progress and attainment of all pupils on Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.</p> <p>QE 4 Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. By the end of year 2, all children to have fluent handwriting.</p> <p>QE 5 Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. All children use precise mathematical language to explain thinking.</p> <p>QE 6 Improve effectiveness of Individual Provision Maps for SEND pupils.</p> <p>QE 7 Finalize Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</p> <p>QE 8 Explore approaches to Assessment across the curriculum so that assessment of long-term learning is established.</p> <p><u>Behaviour and Attitudes</u></p> <p>BA 1 Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid</p> <p>BA 2 Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior</p> <p><u>Personal Development</u></p> <p>PD 1 Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.</p> <p>PD 2 Ensure Pupil Voice is a powerful driver for school improvement.</p> <p>PD 3 Ensure all elements of PSHE and Relationships Curriculum are in place.</p> <p><u>Leadership and Management</u></p> <p>LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.</p> <p>LM 2 Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.</p> <p>LM 3 Governors are able to provide effective support and challenge.</p> <p>LM 4 Ensure Safeguarding procedures are robust</p> <p><u>Early Years</u></p> <p>EY 1 Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.</p> <p>EY 2 Develop Nursery provision to ensure children are ‘Reception -ready’ by the end of N2</p> <p>EY 3 Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.</p> <p>In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability (including higher attainers).</p> <p>My visit covered the following aspects of our SDP-</p> <p><u>Quality of Education</u></p>	

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QE2 Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.

Behaviour and Attitudes

BA 1 Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid

BA 2 Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.

Leadership and Management

LM 1 Increase engagement with parents so that they are more aware of what their child is learning in school.

Early Years

EY 1 Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.

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?)

1. This was the first morning back at school after the half term holiday, and the atmosphere across the unit was calm, classroom routines obviously remembered and followed by the children, and they appeared raring to go! And this included our neurodiverse children.

The morning proceeded in a calm but pacy way.

2. When reception were seated on the carpet Mrs Walker and Ms Pullman modelled sharing with one another one thing they had done over the holiday. Mrs Walker then asked the children to turn to their partner and do the same, saying there would be more time to share more widely later.

3. Lunch menu choices were read out and as each child's name was called out they gave their choice saying – please.

4. Mrs Walker then went through all the phonic sounds the children knew and they all made the sound and did the appropriate action to match. I was sitting at the side and had all the children in my eye line. They all enthusiastically engaged without hesitation on anyone's part, and seemed to positively enjoy 'showing off their skills – making the sound as the cards were shown and doing the action.

Sounds included ai, er, sh, air, oi, ear, Ch, th, qu, ee, x, z, ow, ng, igh, w, j, ur, or.

Mrs Walker praised the children saying, 'That was brilliant, we've got 7 weeks left in reception, let's make it the best 7 weeks.'

5. Then Mrs Walker wrote words on the board telling the children to say them to themselves as she wrote.

'What digraphs can you see?

Coin

Boil

Goal

Boat

Girls/ boys as a group were asked to respond.

6. A challenge from Mrs Drinkall was introduced to practice trigraphs the children were finding tricky- air, ear Near, ear- 'What sound does it make?'

Tear 'which trigraph'? All the children then read the word.

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Then Mrs Walker showed the children the challenge cards on which Mrs Drinkall had prepared the task- she had written on the initial sound but then left out the trigraph. The children had to work out which of the trigraphs would make it a proper word eg f—ear, f-air both of the trigraphs would make it a proper word. R- ear 'the back of something'. The challenge was to demonstrate to Mrs Drinkall on Wednesday that they could now manage those trigraphs .

This is a good example of the way the staff model their teamworking to the children and remind the children that though a staff member is part time they are part of the teaching/learning programme even when they are not physically present.

7. Before the children moved on to challenges, they called out high frequency words that were displayed on cards. They were told to try not to sound them out but just to read them – see, them, then, with, for, that , down, will, they. 'If you found them tricky then practice them at home- they help us with our reading.'

8.The children then were guided into related reading and writing challenges by Ms Pullman eg

How many words can you read in a minute- from the high frequency list?

Choose a picture what can you see in the pirate scene- write a sentence.

Ms Pullman pointed out that not all of the 11 children doing challenges would be expected to do them all 'You know your children and adjust your expectation accordingly

Eg I boy who I had observed reading with Mrs Walker and who read so well was moved up to the next book level, wrote one sentence but was then told by Ms Pullman to write another two because as she shared with me, he was able but tried to avoid writing.

9. Mrs Walker was working with a group of 6 children on a strategically placed table which gave full knowledge of what was happening in other areas. The children were practising writing letters – Mrs Walker was able to ensure that they were using the correct letter formation whole at the same time she was hearing each child read in turn.

Governors will remember that hearing individual children read daily had proved a challenge, and this appears to be a simple but genius solution to the problem! It ensures that Mrs Walker hears each child in reception read every day and the children have an opportunity to share quality reading time each day with an adult. This system was working and would be continued next year. As Laura says she just keeps going collecting new groups throughout the day combined with other whole class teaching.

The children working with her also keep going- as well as the writing sheets there were different coloured pots of sounds and words on the table , and when they'd finished the writing task, they worked their way through these, reading and sounding out as they went. No one stopped for a chat with the child next to them, lifted their head to look around the room, just complete concentration.

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)

As always this visit was an absolute joy- such a privilege to spend time in this area of school, observe the quality of the relationships – staff/staff, staff/children and children/children, the complexity and quality of the teaching/

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learning taking place and the progress made by all our children including our most vulnerable and challenging learners.

Action following governing body meeting:
(Record any action agreed by the governing body with regard to this visit)