

Visit Report

Name: Chantel Johnson	Date: 18/11/2020
<p>Purpose of visit: To meet with Laura Walker virtually to discuss the school term to date and how the children have settled in since September. We paid attention to the specific topics detailed in the school development plan with regards to:</p> <ul style="list-style-type: none">• Quality of Education• Attitudes and Behaviours• Personal Development• Leadership and management.	
<p>Overall aims for school development plan 2020-2021:</p> <p><i>Embedded throughout is the continued development of KAGAN and metacognitive strategies to develop learning behaviours and promote speaking and listening.</i></p> <p>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 broad and balanced curriculum which supports catch-up (including online/remote) 1.2 Use Artsmark to support embedding arts within the curriculum.</p> <p>SDP 2: Behaviour and attitudes 2.1 Increase parental engagement in reward system in KS1 and yr3/4 2.2 Re-establish provision for behaviour support for individuals (in light of Covid disruption to learning) 2.3 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)</p> <p>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.</p> <p>SDP4: Leadership and management 4.1 Review deployment of staff to maximise opportunity for in-class intervention and catch-up 4.2 Consistency of practice and provision across school (incl. marking and feedback) 4.3 Governor visits used effectively to support monitoring and evaluation 4.4 Review Safeguarding procedures to ensure they remain robust.</p>	
<p>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?)</p> <p>The meeting was scheduled to last for 1 hour and the above points were used as prompts to facilitate the conversation.</p> <p>SDP 1: Quality of education The starting point for children in reception is largely in line with previous years, particularly considering that the provision of care isn't always consistent up until this point. Whilst they have had</p>	

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to take a step back in some cases to 3-4 expected - 70% of the class are emerging on 4/5 or expected. Comparable to previous years without lockdown.

Anecdotally, Laura has not seen an impact in English Maths and Phonics necessarily, what is evident however is that a larger proportion of the children are missing communication and playing skills as they haven't had it modelled, also given lockdown children may have had a greater individual focus at home. (examples are taking turns and using full sentences, it was noted that most of the children are struggling to use full sentences). Whilst this isn't having an impact at the minute, unless addressed we will start to see gap when the focus of the learning progresses, for example to writing full sentences.

As a result reception have set up more role play areas and Laura has been asking staff to go into these areas more to support and model behaviour. Staff are more aware and are finding and addressing when they hear/ see aspects that require intervention. In addition they have also introduced an additional social group at the beginning of the year – instilling the concept of share.

Whilst there hasn't been an instance of a collapsed bubble this term preparation was made at the beginning of the year which included packs of work for the children to do at home. Laura has discussed this with Mrs Sheerin – and given the time lapsed the content of the packs in their current form would now be revision. Daily activities are also in plan to supplement the learning pack, and to ensure the focus is maintained on the behavioural aspects of development ideas for games that can be played at home are being put together. Laura acknowledged that they'd have to do a lot more through Dojo – and example being that the teachers would take it in turns to tell a story each day and they would ask questions / answers modelling full sentences.

There are also more fine motor issues than would usually be expected at this stage. To support the children in this area reception have introduced a new fine motor area. Focussing on Children who need it more and the children are encouraged to spend time in this area daily, ongoing assessment is made to understand how this area is aiding development. As with the overall approach in reception, the intervention is agile and adjusted accordingly to suit the needs / progress of the children.

In reception there are 4 children who participate in focussed speech sessions (4 x per week) 3 are on special needs spectrum and have a dedicated speech therapist who sets the activities. The 4th child has been included in the group as they were identified as needing support in this area, the plan is to monitor how this goes and the impact it is having. The support will likely follow through school.

Laura advised that reception are trialling early years development matters which is linked to the new early learning goals. Laura foresees that there may be challenges with number bonds to 5 given that this will see the removal of the equipment that aids the children in this area. One other thing to note is that whilst shapes aren't part of the goals, the decision has been taken to continue to include shapes still as they are an important part of broader learning.

Laura has set the target that by the start of spring 2 hoping $\frac{3}{4}$ of the children can recite number bonds, 7 struggling to meet objectives. The overriding concern is taking the visual aids away, again this is something that will be monitored.

To support the children who require it, Laura has set up an extra phonics group with 6 children who were just starting to blend, the results are that they can now blend with confidence. To ensure continued success reception are moving quickly and swapping groups, making sure focussed learning is targeted where its needed. In my observation, and as noted by Laura, this is a key strength this year in being adaptable and flexible to support children where / when needed.

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I asked Laura about the absence of sending books home regularly and if that is having any impact on the children's progress in this area. In reception they are sending books (1 per week and managed according to COVID best practice) this is also supplemented by sending new word cards home weekly, filling the gaps re: limited opportunity to send books home. Also, to compensate in class they are trying to read with children daily as opposed to 3 times per week. As noted further down the report the class is structured, and time is managed effectively to create the capacity to support the children in this way.

In this area we finally spoke about the focus on PE (given new uniforms / approach) Laura updated that the playground has been adapted so that reception now have an enclosed outside area. As part of the day to day the children have free flow outside and they do a lot outside so it has been agreed with Mrs Sheerin that they will do organised PE 2 x per week so they can maximise the learning time. This is consistent with the overall flexibility of the staff and approach to planning i.e. adapting and focussing activities depending on where the need is, whilst still delivering a balanced curriculum. There is real agility and creativity to maximise opportunities to support children in all areas of the curriculum.

SDP 2: Behaviour and attitudes

Dojo has really helped children to see how they are rewarded and what is expected of them. To make the system more meaningful to the stage the children are at and to focus on the specific learning, what points can be allocated for has been changed to fit with reception children better. For example, they have added things that children need to work on e.g. zipping coats up.

Laure feels that Dojo has helped build and strengthen good relationship with parents and that it facilitates more open communication. All parents are now on Dojo, they had 1 parent who had issues, but support was offered to help them set it up. Laura uses morning drop off also as an opportunity to signpost and remind parents of the system to encourage greater use where needed. Parents are also aware of the quiet times that have been set aside / rota that includes Miss Pullman – so their expectations are managed in terms of when they are likely to get a response. It also helps Laura maintain a balance.

At the first ever parents evening – spoken with 25 out of the 30 – 5 that weren't spoken with are the least engaged on Dojo, plan is to continue to remind them and provide a written report to the 5 parents that weren't included in the calls if an alternative time can't be set up.

We discussed the use of Easy Peasy given the immediate focus this year is on behaviour and using full sentences. Easy Peasy has some really useful games that can be played at home and in school (mindful however this is an additional platform) The app is no longer in use and Laura intends to discuss with Mrs Driscoll as she will be informed when the next free trial is likely to be – it was acknowledged that the games could be useful, some of the game ideas were used in the classroom also last year and we will update next meeting re: whether this is reintroduced and how it will be used.

Unlike the rest of the school reception are using Tapestry to do the WOW observations. We discussed if this had any impact given the other platforms that are in use and does it detract from learning / parent engagement. Tapestry however creates efficiencies and saves time with the observations / not having to print and stick in books and it is also helpful in tracking what areas are missing and this feeds into planning. To support parents, they were sent a letter detailing what each platform is used for. The combination of Dojo and Tapestry helps parents see where children are at all times, so they clear on progress and provides a great communication tool. It's noted also that sharing insights from home is easier to upload via Tapestry.

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@ Note for Mrs Sheerin is re: the support for the parents when the children transition into year 1 re: the absence of tapestry as a platform.

Attendance – boys attendance worse however this is minimal. Mr Barker is continuing to track and one pupil in particular is consistently missing phonics work, whilst it's hard to find the time when they consistently miss the first 30 minutes of class 1-2-1 support is factored in. Wellbeing is ok across reception and there aren't any immediate concerns. To support the wellbeing of children, in the absence of the visits due to COVID, Laura kept in touch with parents during the first 6 weeks and where applicable she shared mind mate information to parents who had worries.

SDP3: Personal development

PSHE is usually embedded into planning however this year the plan is to trial the scheme the rest of school is using from spring 1. A review will take place at the spring 1 as it involves a move to a specific lesson. To take account of concentration levels and for better engagement, the lessons will be in smaller groups. We will update following the review.

SDP4: Leadership and management

There has been a level of support required for a teacher that is new to early years in terms of adapting to the free flow nature of the class and how activities are evidence and that the challenges and play areas set up in class are part of learning. This is where the bubbles have impacted most as had to split teachers and its more difficult to leverage the benefit of experience / support. This is being monitored and the transition is going well.

The split bubbles does prompt thought to thinking ahead to September as the bubbles / segregation means that the natural relationships built with the nursery children will have been stagnated so planning and thought will need to go into how this is achieved and how they can create a smooth transition for the children.

We spoke about the additional responsibility for Laura given the change in staffing and as Laura used to share planning with Mrs Driscall, coupled with the experienced team supporting things are going really well. Laura also uses a class rota to schedule intervention and to make sure they stay on track with plans, use the time effectively / maximise opportunities where possible. An example, they use story at the end of the daytime for the adult to do the cleaning, so this isn't taken away from any other productive time.

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)

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