

Visit Report

Name: Jenny Horton	Date: 28 th February 2017
Purpose of visit: To spend time with my link class –year 2	
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 pupils by-</u> <ol style="list-style-type: none"> 1. Improve quality of Teaching and Learning: <ol style="list-style-type: none"> a. Develop assessment in all subjects b. Develop approaches to teaching reading (comprehension and stamina) c. Raise standards in spelling 2. Further develop the curriculum: <ol style="list-style-type: none"> a. Introduce new PSHE scheme of work b. Develop teaching in science- introduce new scheme. c. Develop use of ICT across the curriculum. <p>(Governors may also find it appropriate to comment on aspects of priorities 3. Leadership and Management, and 4. Partnership work across the Trust as part of their visits).</p> <p>My visit matches 2a of the school development plan, as I observed a PHSE lesson on road safety. The children had previously done lessons on safety indoors and outdoors.</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?) <ol style="list-style-type: none"> 1. The lesson began with Ms Presley introducing the children to the PHSE rules – Everybody has the right to be listened to. Everybody has the right to choose to share their own thoughts and experiences. Everybody has the right to ask for help or information. Question to the children- Who can you ask? We also have the responsibility to Listen and not judge. Not repeat others thoughts and experiences. Be respectful Use the correct vocabulary. Not talk about our learning with younger children. Ms Presley clarified the rules for the children as she read them, and then asked if they were happy with them 2. Throughout the lesson, there was use of partner talk to help children articulate their ideas before some of these were shared with the group as a whole. 3. The white board was used to both facilitate and reinforce the childrens’ learning e.g. picture of someone looking at their phone and not the road. 4. Use of talk partners to ensure a question asked is answered by all. What can you do to stay safe while crossing the road? Talk partners, then sharing of ideas across the class. 5. Throughout all the examples, Ms Presley related situations to our local context e.g. subway on the way to Tesco’s 6. Children read and then repeated the Green Cross code. 7. Children learned about different types of crossings, and then how to cross safely if there was no crossing at all. 8. Their learning was put into practice by dividing into two lines with an imaginary road between them, and, having to apply the lessons learned n safe crossing. 	

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Throughout this lesson Ms Presley used spoken language and modeling to explain and reinforce the safety rules.

The children then had an individual paper sequencing exercise to demonstrate that they had understood the order of thought and action involved in crossing a road safely. Children who finished were asked to write down other rules using bossy command sentences.

The lesson finished by the children reciting their quick, snappy phrases-

Stop, look and listen

At night, stay bright.

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)

Reported back to T and L committee meeting Feb28th

Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)