

# Visit Report

Name: Jenny Horton	Date: 15.6. 2017
Purpose of visit: To observe a literacy/ guided reading lesson in 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"> <li>1. Improve quality of Teaching and Learning:             <ol style="list-style-type: none"> <li>a. Develop assessment in all subjects</li> <li>b. Develop approaches to teaching reading ( comprehension and stamina)</li> <li>c. Raise standards in spelling</li> </ol> </li> <li>2. Further develop the curriculum:             <ol style="list-style-type: none"> <li>a. Introduce new PSHE scheme of work</li> <li>b. Develop teaching in science- introduce new scheme.</li> <li>c. Develop use of ICT across the curriculum.</li> </ol> </li> </ol> ( 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).  The visit focused on School Development Plan aspects 1a and b. My visit lasted for one hour.	
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?) The children came into the classroom after play, some took a drink from their water bottle on their group table- the atmosphere was calm and quiet. <ol style="list-style-type: none"> <li>1. Ms Presley introduced the session with the children sitting on the carpet, by reminding the children that yesterday they had read a chapter of the Twits , and found out about the nasty tricks that Mr Twit played on his wife. Ms Presley had thought of adjectives to describe Mr Twit , which were displayed on the white board, and , she invited the children to talk with their partner about which adjectives they agreed with and why. The adjectives were- foolish, sly, cruel, kind, hygienic, devious and clever. All children immediately started to engage on the task with their partner, using the sentence stem, 'Mr Twit is- - because --.</li> </ol> Children were then asked to share their thinking, all responded using whole sentences e.g. 'I think he might be sly because he tricked his wife.' 'He's a bit foolish because Mrs Twit put her glass eye in his glass, and he didn't know. He thought it was a real eye watching him.' Ms Presley then asked the children if there was anything they disagreed with. The children said they thought Mr Twit was not kind or hygienic. 'How do we know he's not hygienic? The children were reminded to answer in a full sentence. <ol style="list-style-type: none"> <li>2. Then, talk partners were asked to consider the adjectives in relation to Mrs Twit, again, the children were asked to provide evidence for their conclusions. This activity deepened the childrens' understanding of the story read so far, and, encouraged their use of the text to give evidence of this understanding. It also helped develop the childrens' appreciation of character in story.</li> <li>3. Ms Presley then asked the children, 'what is similar about the two characters?' The question was displayed on the board. A child who began to answer was supported by being given the sentence stem, 'MR and Mrs Twit are similar because. . . ' Another child answered, 'I think Mr Twit and Mrs Twit are the same b abuse they both play tricks on each other. '</li> </ol>	

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4. The children were then sent to their tables to have a Rally Read with the purpose of improving on their fluency, and, in putting in more expression into their reading when the characters were speaking. 5min Rally Read, one child reading/ one listening, then changing over. All children focused on their reading/ listening.

When the children returned to the carpet, they were asked to put up their hands if their partners had used good character voices.

The Learning Objective was then displayed on the board, I can write a diary from a character's point of view.

The children were told by Ms Presley to write about what Mr Twit said and did. They needed to remember to use the word I, and, to include an exclamation sentence.

Ms Presley then read a version of the task that she had prepared. As children spotted exclamations sentences, and, question sentences these were highlighted by Ms Presley on the board. She explained that one sentence which was not an exclamation sentence did have an exclamation mark at the end of it because it was exciting.

The children went to their tables to begin their writing- DearDiary. . . Target cards were given out, and , one child straight away said to me, ' I can teach my target because it says I have to use an exclamation mark, I can put that in my writing.'

There was a busy hum in the classroom with children reading back sentences they had written to make sure they made sense, some were making use of the piece of text read during the Rally Read, all talk was task focused and purposeful. I was impressed with the level and extent of the childrens' concentration- there was no flagging after 30 mins of concentrated writing. The children were then told more time would be given to this piece of work, but, for now, they were to finish the sentence they were writing and then proof read what they had done . Ms Presley referred to the chart on the board , and, the COGS were worked through one at a time. So, children proof read first for capital letters and full stops, then, for organisation – ' have you got the events in the right order?' Next came a grammar check – 'Does our writing make sense, I s it in the past tense because it's already happened.' Lastly the children checked their work for spelling - some of the children referred to a word list on their tables of common exception words

One minute was allowed for each of these cog prof reading checks.

A final oral question ended the session. Children were asked to share with their partner their response to the question, 'What do you think Mr Twit thinks of the character Mrs Twit.' Again giving reasons for their answer based on evidence/ deductions form the text.

This was a totally absorbing, active, stimulating teaching/ learning experience for all the children. High levels of Behaviour for learning were observed throughout the session, and the children clearly enjoyed their learning and were quick to identify and celebrate their achievements. I'm sure that the collaborative partner work would raise children's confidence , and, Ms Presley's gentle, warm teaching style would help raise all children's self esteem.

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)

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Report of this visit shared with other governors at the Teaching and Learning committee meeting 15/6/2017.

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