

Visit Report

Name: Jenny Horton	Date: 21/3/2017
Purpose of visit:	
To spend the afternoon with Year 1, a class I am matched with this school year.	
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. (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 covered aspects 1c and 2b of the SDP.	
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. Mrs Drinkall used registration to develop the childrens' oracy skills by asking each child to complete the sentence 'At the weekend I. . . ' when their name was called. The children gave a wide variety of responses ranging from 'chill on the sofa', ' had a girly night' 'played on my iPad', 'went to the pottery party', it all used the sentence stem as their starter. 2. Topic work, children greeted this with enthusiasm when Mrs Drinkall introduced it.They went to their tables to stick the LO in their books and the date. LO- I can identify and name a variety of common animals. 3. When the children returned to the carpet, they were asked to speed read the pictures of desert animals on display above their heads. Mrs Drinkall modelled this first,and then the children worked with their partners to do the same. All pairs focussed on this task. 4. Then, the word 'mammal' was introduced in connection with the meerkat, and the children were asked to discuss with their partner what they thought a mammal was. Several children then shared their ideas with the class e.g. 'We are a mammal, we were an egg and then when we're born we're a baby'. The discussion was broadened to other attributes of a mammal, 'What do you have to have or do to be a mammal?' All the while, Mrs Drinkall accepted the childrens' ideas, building on them,and e tending them by further questioning. Then, she shared the google definition with the children, which we all read. This definition was then tried with different animals, were they mammals or not. The children then looked at the desert animal pictures again, and, identified the mammals among them. The children then went back to their tables, where they each had a copy of a sheet with the names of categories of animal type on it, with definitions of their attributes all mixed up. They had to find the word mammal, cut it out and then stick the description alongside it. 5. Back to the carpet, where the children were asked , 'Can anyone tell me what other kinds of animals there are?' The children volunteer the names reptiles, birds, insects , fish. Bird group was chosen, and, again, the question posed to talk partners, 'What does an animal need to be a bird?' The children discussed with their partners and came back to the class group with their ideas- feathers, beak, wings. Mrs Drinkall then shared the google description of a bird, and asked the children to read it and identify 	

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what they hadn't said as part of their descriptions i.e. two legs and the fact that they lay eggs. This category name and its descriptor was then cut out and stuck into their books.

Key to this lesson was the involvement of all of the class the whole of the time, a question asked, was a question answered by all, children participated in both the partner talk and class discussions being encouraged at all times to express their thinking in whole sentences. Throughout, Mrs Drinkall carefully modelled the correct scientific language, and encouraged the children in its use.

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)

Visit to be shared at the next T and L committee meeting

Action following governing body meeting:

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