

Visit Report

| | |
|--|-----------------|
| Name: jenny Horton | Date: 12.9.2018 |
| Purpose of visit: To observe the first Mindmate lessons in Year1 and Year 5, after attending the introductory assemblies on the 10th | |
| <u>School Development Plan priorities 2018/19</u> <u>SDP 1- Effectiveness of Leadership and Management</u> 1.1 Consistency of provision and practice across school. 1.2 Accurate understanding of progress and attainment of pupil groups- boys, pupil premium, more able and SEND.1.3 Governor visits used effectively to support monitoring and evaluation. <u>SDP 2- Teaching Learning and Assessment</u> 2.1 Embed new approaches in reading and maths. 2.2 Use editing, feedback and ongoing assessment more effectively to improve writing. 2.3 Refine approaches to assessment in Science and Foundation subjects. <u>SDP 3- Outcomes</u> 3.1 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able and SEND. 3.2 Demonstrate good progress from different starting points. <u>SDP 4- Personal Development , behaviour and welfare</u> 4.1 Improve well being of pupils by developing provision for SEMH. 4.2 Revalidate Healthy Schools Award Status. 4.3 Improve attendance in line with national, reduce gap for PP pupils and reduce PA. In relation to the above, governors may find it helpful to refer to the termly qualitative and quantitative milestones to support evaluation outlined in the SDP. <div style="text-align: center; padding: 10px;"> My visit relates to SDP priority 4, as Mindmate is central to the development of the school's SEMH curriculum, and is an integral part of our Healthy Schools revalidation. </div> | |
| 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?) <u>KSI- Year 1 Lesson</u> <div style="padding-left: 20px;"> 1. Mrs Drinkall introduced the lesson by reminding the children of Monday's assembly and asking them to share with their partner the names of feelings they could remember. She then went through the PHSE ground rules with the children, and the learning outcomes for the lesson. There was then a sharing of the feelings words with Mrs Drinkall writing them inside a body shape cut out. Throughout the lesson all children were given time to think through their ideas, often sharing these with their partner before sharing with Mrs Drinkall and the class. Time was spent on discussing how various feelings made the children feel/ behave, "When do you feel excited?" Some feelings were demonstrated by children showing angry faces etc These activities all served to extend the childrens' understandings of the link between their emotions and their behaviour, and, that of others. Also, to recognise that some feelings were comfortable ones, some less so, and that it was possible to feel more than one emotion at a time. </div> <div style="padding-left: 20px;"> 2. The children then looked at a short video clip and asked to look for different feelings and hold them in their minds. The video was then replayed and stopped at intervals so that the children could read the name of the emotion being demonstrated, and comment on how each character behaved.eg ANGER- 'Why did he slam the door?' Because he was angry. </div> | |

Visit Report

Joy, being miserable, scared, shy were feelings named and discussed. One child identified disgust as part of disgusting, and that enabled understanding by the class of that emotion. Mrs Drinkall shared her personal response to one of the videos featured with the children, modelling how to do this, but also, making her an equal party in terms of sharing her feelings/ thoughts. This is a powerful strategy, and the children responded with appreciation.

Due to the quality of Mrs Drinkall's teaching skills and the active involvement of Ms Speck, this was a lively, interactive session, with all children interested and engaged all of the time.

KS2- Year 5 Lesson

The whole of this lesson was characterised by learning using the full range of Kaden techniques. A question asked was a question to all, with Ms Adamson choosing representatives from each table randomly by their number to report back to the class on discussions held on their table. Everyone was accountable for the whole of the lesson. Also, throughout the lesson, Ms Adamson was praising children for their use of the correct vocabulary.

A powerful strategy, in that it made all children conscious that this was something she was recognising and looking out for, as well as increasing their awareness of the vocabulary itself.

1. Ms Adamson introduced the lesson by asking the children to share on their tables what they remembered about the assembly. No 2s from each table reported back to the class. Children reported back on comfortable/ uncomfortable feelings, to be mentally healthy was to experience a mix of both, that feelings affected one's behaviour and that this could also affect others around you.
2. The tables were then asked to do a Round Robin to remind themselves of the PHSE ground rules.
3. Ms Adamson then read from the screen a question asking about what is meant by doing the right thing. How do we know what is right/ wrong? The children were asked to share their thoughts in pairs. At first the responses were all school related until Ms Adamson broadened their discussions by asking if they had red/ yellow cards at home!
4. Ms Adamson talked about a time when she had done something that was not so positive. She had been a bit tired and as a result was a bit abrupt when someone had asked her a question. She had felt uncomfortable but her behaviour had then made others feel uncomfortable. The emphasis was on recognising one's behaviour and reflecting on it, so that next time one could behave differently. The question was posed that if you had made someone feel uncomfortable then what might you be able to do about it?
5. The children then watched a video clip while considering how the man's actions affected others. The children were asked to name the emotions experienced by the people the man had helped.
6. Tables were then presented with 10 cards with different scenarios described. Children took it in turns to read one out to their table, and then, each had to say if they thought what was described was right or wrong, what affect the decision made would have on other people, which were appropriate, and what they thought could have been done differently.

These scenarios were complex, ethical and moral dilemmas, and the children responded with maturity. They drew on their personal experiences, past and current learning. They considered the situations from the viewpoint of all the parties involved, and gave reasons for their thinking / conclusions. This was an impressive demonstration of effective oracy and high level thinking skills by children at the start of their year 5 year.

The lesson concluded with answers to the questions- How has our learning progressed?

What have we learnt about doing the right thing?

When you don't do the right thing, what can you do to make it better?

Visit Report

| |
|---|
| <p>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)</p> <p>I shall report back to governors on the strong teaching / learning start made to the Mindmate curriculum as part of our SEMH work in school.</p> |
| <p>Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit)</p> |