

Visit Report

Name: Jenny Horton	Date: 23.11.2021
Purpose of visit: to observe Phonics Teaching in reception as well as other areas of the EYFS stage curriculum as I am the link governor for this year, and Early Reading and phonics is an LEA priority.	
Overall aims for school development plan 2021/2022	
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 progressive, broad and balanced curriculum	
1.3 Further develop provision for SEND pupils	
1.4 Use Artsmark to support embedding arts within the curriculum	
SDP 2: Behaviour and attitudes	
2.1 Re-establish cooperative learning and engagement strategies	
2.2 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)	
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	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
4.2 Effective CPD and Induction to maximise impact of staff on pupil progress	
4.3 Consistency of practice and provision across school	
4.4 Governor visits used effectively to support monitoring and evaluation	
4.5 Review Safeguarding procedures to ensure they remain robust	
My visit covered aspects of-	
SDP 1: Quality of education	
1.2 Provision of a progressive, broad and balanced curriculum	
SDP3: Personal development	
3.1 Improve well-being of pupils by developing provision for SEMH	
SDP4: Leadership and management	
4.1 Development of leadership in EYFS	
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?) My visit lasted 2 and a half hours.	
1. The children sat beautifully on the carpet in rows with different colour circles- these matched the focus on colours around the Elmer the Elephant books on display, and challenges incorporating colour, number and reading.	

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2. Laura showed the children a green and red bag of letters, and said they would go through all the letter sounds learnt so far before opening the red bag to find out what the last sound was.

The children then made the sound of each letter presented with an accompanying action. The letters were written in a cursive script.

k,o,i,g,h,e,r,l,p,g,a,ck- Laura pointed out that this was made of two letters and came at the end of a word, d,b,m,t,c,u,s,ff,f,ll.

The children made the sounds with confidence and at a pace.

Laura then wrote a number of 3 letter words on the board eg puff – the p and u had a dot underneath them , the ff a line to indicate the letters made one sound. The children then slowly at first sounded each letter as Laura touched it, and then they sounded them more quickly 'so we can hear the word'. She then wrote other words and asked individual children to sound out the letters and read the word. She then wrote 'tig' on the board and told the children she had changed her mind and wanted to write 'dig'- 'what letter do I need to change?'

Helen Clark was sitting on the carpet all the while supporting the children's learning and awarding dojo points as requested by Laura.

The red bag was then opened to reveal the last card in the pack- ss. The children were asked what is the difference between s and ss- same sound but ss goes at the end of the word. Miss Clark the intervened saying she had that sound at the end of her name MISS.

(This was one example of staff interaction with each other in support of teaching/learning led by another member of staff. I thought it was excellent modelling for the children on everyone being involved in the learning all off the time, including the adults in the room, and supporting the children's learning by making incidental links)

The children, with Laura, then

sounded out examples of words ending in ss- miss, kiss, hiss, fuss. 4 children were then asked to match the words on a button with those on the board. Has he got it right? How do you know? They match. This then became one of the linked challenge activities after the session. The children were then told that that was the last sound in phase 2 of their phonics work. Other challenges linked to their phonic were-

- a. Around the room there were outlines of elephants stuck on the walls. These elephants had 3 letter words written on them in tiny letters, so the children had to use a magnifying glass to read them, then they had to write them on their boards- they then read these out to a member of staff.
- b. Laura worked with a group reading sentences written on cards- eg A kid in a cap, A sad man....
- c. There was an Elmer bingo game with colour words and same colour counters etc all offering children opportunities to practise and use their learning.

(Staff and children moved effortlessly around these challenges, and clearly staff were engaging with individuals according to their need, to extend and stretch the more able, and, reinforce skills and learning for others).

3. In addition to the Early reading and phonics, I observed activities across all areas of the EYFS curriculum-

PHSE, Communication and Language, physical development. Literacy. Mathematics, Expressive Arts and Design and understanding the World.

Relationships between staff and children were open, enabling, warm and encouraging, and these qualities were evident to in the way too, that staff worked together as a team. Children appeared calm, confident and eager to learn and take part in class work, group and individual learning. And there was enjoyment in the work displayed by both staff and children.

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)

Early Reading and phonics work given priority in EYFS .

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