

Visit Report

Name: Jenny Horton	Date: Wednesday, 24.4. 2019
Purpose of visit: To observe a reading/ writing lesson in the class I am matched with for this year.	
<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. My visit addresses part of SDP 2- 2.1 in relation to reading and aspects of 2.2 in relation to writing. I was certainly able to see a structured approach to preparation for a piece of written work using a planning grid. SDP 4 During my visit, I could observe in relation to pupil well being, all children engaged enthusiastically at all stages in the lesson , working collaboratively with partners and their class group, listening attentively at all times, and being ready to respond to Ms Potter's questions. The children were obviously enjoying the child version of Julius Caesar they were reading, and, intrigued by Ms Potter saying they would be reading one speech in the original language of the book.	
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?) 1. My visit lasted 1 and a half hours approximately. 2. The classroom environment was child centred, uncluttered, well ordered and designed to promote learning by providing information and helpful prompts for the children. The learning walls were relevant to the areas of teaching/ learning being promoted currently, and the displays on them were clear and purposeful- they all had prompt questions to extend childrens' learning- eg the maths wall asking, 'How do you know you are right?, Is there another way of doing this? The science wall had clear information on it around each of the characteristics of living things, with key vocabulary linked to this underneath. The language wall was organised into different areas eg word study, grammar focus, author study , punctuation, and conjunctions. The Golden rules with expectations of behaviour were also prominently on display. It was an exciting, stimulating environment, which was well used by the children. 3. The learning was conducted at pace throughout the lesson with Cheryl setting the children a time when each task needed to be completed in.	

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4. The children came into the classroom from play soundlessly, and, immediately got out their pens and white boards for the carpet task, which was to write two sentences beginning with a subordinating conjunction, putting the comma in the right place! Reminders of the need for neat handwriting were also given. All the children settled to this task individually with no fuss and no interruption. It was an impressive demonstration of the childrens' ability to switch from playground behaviour to that expected in the classroom.

Cheryl then asked, 'Who has a sentence beginning with 'because?' A child shared their sentence , and was then asked where the comma was. The class were asked if they agreed the comma was in the right place. A clear explanation was given by Cheryl as to where the comma should go in such a sentence, and the children were advised to read it out when they've placed the comma , and ask themselves, 'Does that make sense?' Sentences were then shared beginning with 'even though', 'until', 'unless' etc.

5. The children then moved to their group seats , pens and boards were put away quickly , quietly and efficiently , and, straight away they moved into the main part of the lesson, which was preparation for a piece of writing related to the class's new book, 'Julius Caesar'.

6. It started with the children recounting parts of the story read yesterday. Careful listening to each other was evident from the fact that each child who contributed offered different aspects, thoughts about the story so far. The children were reminded of the kinds of questions that should be in their heads while reading - 'What questions', 'I wonder questions', 'It reminds me of ...thoughts' . What to do if you break down and don't understand a part of it , and to circle words not understood for work on later.

7. One table was then chosen to read the next part of the story from a photocopied section , each child having their own text. It was clear that the reading abilities of the children on the table varied, but, all had an opportunity to read to the class aloud with those needing support offered it by Cheryl and Anna . When the part of the story was completed, the children were given 5 minutes to write down their I wonder questions, It reminds me of . . thoughts, and where they broke down. One child was supported with his responses by Anna. Both Anna and Cheryl circulated around the classroom supporting children as they worked.

The children then shared with the class some of their I wonder questions eg I wonder why Julius Caesar is so grumpy because all the people have come out to cheer him?

Together with Cheryl ,the children then shared their observations about these questions. This was a good example of interpreting meanings in a text with evidence for your thinking, without there being right or wrong answers. The class then went on to share 'It reminds me of thoughts. . .' eg It reminds me of Antigone, there's an old man in that.' 'When I first saw the picture of Julius Caesar, Mr Twit came into my head.'

Words circled were then shared , with the children being encouraged to draw on what they already know to work out possible meanings eg consul- Cheryl asked if the word sounded anything like a word they had encountered in their democracy topic ie council.

8. The story papers were then piled up and pencils put away, Cheryl counting down to ensure this was done speedily. The childrens' attention was then drawn to a scroll on their tables, and number 2 children were asked to read this out to the others. This was a letter from Amulus to his friend saying that he could not attend Caesar's procession into Rome, and asking if his friend could write to let him know about it. He also said that he was unsure if Caesar was a tyrant or a good man, and asked for his friend's opinion based on what he witnessed.

9. The children took their places back on the carpet and were introduced to the planning grid to support their writing back to Amulus. Cheryl briefly addressed questions around the formality/ informality of the response, reminding the children that Amulus was a friend, so the greeting could read, Hi Amulus, discussion of whether it was appropriate to use slang etc.

Then key questions were asked of all the children who worked with their carpet partners to discuss their responses before sharing them more widely eg Why are we writing? What was happening? What could you see as a member of the crowd? In describing Caesar children were prompted to choose a few adjectives and write around them. What do you feel about Caesar?

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The children were then sent back to their seats to complete the first two boxes of their planning grid. The large sheet with their combined thoughts re the key questions was displayed so they could refer to the ideas there as they worked. There was silent engagement in the 5 minutes children were allocated for this task.

Cheryl then said, 123 look at me, all did so, and the lesson finished with the children being told they would work on the next two parts of the grid after lunch.

I left feeling uplifted at all the teaching/ learning skills on display, and so obviously part and parcel of daily classroom experience and also with the thought that no child, regardless of ability, would feel intimidated or unsure about responding to Amulus because of the high quality of the preparation given prior to the task, their confidence in using any prompts available if 'broken down', and ability to ask for support if needed from peers or staff. I left also believing that the children would enjoy completing their writing, which was going to be presented on a scroll.

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)

I could see clear evidence of our reading/ writing policy in practice during this lesson, supported by Kagan strategies to foster engagement and develop oracy skills.

Action following governing body meeting:

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

Report of this visit shared with all governors.