

# White Laith Governor Visit Report

Name: Jenny Horton	Date: Dec 14 <sup>th</sup> 2023
Purpose of visit: Second visit this term, last visit the focus was writing, this visit provided an opportunity to observe a different curriculum area.	

## Summary of priorities

**QE** – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 2</b>	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.  <b><i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i></b>
<b>QE 3</b>	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
<b>QE 4</b>	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>By the end of year 2, all children to have fluent handwriting.</i></b>
<b>QE 5</b>	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>All children use precise mathematical language to explain thinking.</i></b>
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<b>QE 7</b>	Finalise Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <b><i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i></b>

## White Laith Governor Visit Report

<b>QE 8</b>	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
<b>BA 1</b>	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
<b>BA 2</b>	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.
<b>PD 1</b>	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>LM 1</b>	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
<b>LM 2</b>	Governors are able to provide effective support and challenge.
<b>EY 1</b>	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
<b>EY 2</b>	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
<b>EY 3</b>	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
<b>EY 4</b>	Increase engagement in learning for Nursery parents

# White Laith Governor Visit Report

In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability ( including higher attainers).

My visit enabled me to observe the following priorities within our SDP translated into teaching/learning in the classroom-

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 5</b>	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b>All children use precise mathematical language to explain thinking.</b>
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>LM 1</b>	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.

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 hour approximately, and I observed a pacy maths lesson with the children working in pairs for the first half hour on fraction problems using a method called Rally Coach . Poppy said she had chosen the pairs carefully and the children needed to be well matched because they were working collaboratively , sharing thoughts and ideas and taking responsibility for their own and their partners learning. Poppy said at the outset that she was looking for good communication.

The format for Rally Coaching was displayed on the big screen

1. Students sit next to each other.
  2. First problem A solves , B coaches and praises.
  3. Next problem B solves A coaches and praises
  4. Continue solving problems in this way taking turns as above
2. Poppy summarised the way of working before the children started 'Child A explains their calculation as they work, writing down their method, with explanation, child B listens and watches and if both are satisfied both children write down the answer and B leads on the next calculation.'
  3. There was absolute focus by all pairs on the task in hand with active observation and involvement of the child observing as well as the partner working out the problem. In one pair I observed child B was challenging child A's method, by working out the problem a different way while explaining the

## White Laith Governor Visit Report

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merits of their way of working it out rather than the one used by child A. When I asked what was happening, child A responded by saying that child B's method was not necessarily a better one but, it was a more appropriate one for this particular calculation.

I thought this demonstrated both a high order of thought processing and articulation as well as demanding an understanding of the mathematics being worked on and a fluency in the use of mathematical language.

4. While the pairs moved from one problem to the other Poppy and Melinda moved among them, listening in to the interactions taking place, helping as necessary with their articulation and calculations. From time-to-time Poppy would stop the class to make points of general observation-

'Do you agree with your partner's method, if not intervene explaining why' – just as I had observed happening with one pair.

At another time 'We're not thinking about our presentation' and reminding the children that it was one number per square.

And again 'Say your thinking louder, move your book closer to your partner so they can see your calculation.'

'I'm a bit cross with some number 4s, some look like a 9 and it's been on the board since September!'

5. After each of Poppy's teaching points the children went straight back to their work picking up where they'd left off. There was a low-level productive buzz across the classroom.
6. Pairs who had finished then were given challenges until the time was up 11.30, when all the children were then given a sheet of 40 arithmetic calculations to be completed in 30 minutes! The children had done a few of these across the term and Poppy said they loved competing against themselves to improve their score. After Xmas they would be doing one of these a week.
7. Melinda showed me the results of the last test as compared to the scores at the beginning of term- the children had clearly made considerable progress eg

6-24

16-28

16-34

15-33

27-37

8. I left the class to their task with Poppy saying, '30 mins, start now, let's not have any wandering eyes today!!'

# White Laith Governor Visit Report

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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)

The high quality of the teaching /learning observed with the children being taught/ supported in developing and practising skills of collaborative , co-operative learning in an environment encouraging and expecting full engagement and involvement from all. As in EYFS staff model the behaviours expected from the children in their interactions with each other as well as with the children. This promoted a 'can do' ethos.

Action following governing body meeting:

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