

Visit Report

Name: Richard Brighton	Date: 18/11/20
Purpose of visit: To meet with Lynn Peckett (virtually) to discuss the teaching and learning that has taken place since the start of the academic year, focusing on the challenges posed since lockdown.	
Overall aims for school development plan 2020-2021: <i>Embedded throughout is the continued development of KAGAN and metacognitive strategies to develop learning behaviours and promote speaking and listening.</i> 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 broad and balanced curriculum which supports catch-up (including online/remote) 1.2 Use Artsmark to support embedding arts within the curriculum SDP 2: Behaviour and attitudes 2.1 Increase parental engagement in reward system in KS1 and yr3/4 2.2 Re-establish provision for behaviour support for individuals (in light of Covid disruption to learning) 2.3 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 Review deployment of staff to maximise opportunity for in-class intervention and catch-up 4.2 Consistency of practice and provision across school (incl. marking and feedback) 4.3 Governor visits used effectively to support monitoring and evaluation 4.4 Review Safeguarding procedures to ensure they remain robust.	
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?)	
SDP 1: <ul style="list-style-type: none">Lynn is aware that several pupils have returned to school with gaps in both their knowledge and skills. She has quickly identified these and put several effective interventions in place. This has included catch up sessions, effective use of the two teaching assistants present, differentiated small working groups, and pre-teaching with selected individuals.Lynn wanted to celebrate the quality of writing the pupils have been demonstrating in their first term. Lynn has used a multidisciplinary approach, allowing children to become familiar with the content of their writing through retelling stories, use of drama, and drawing. This has enabled pupils to write in-depth, and focus entirely on their use of language, spelling, punctuation, and grammar, as they feel comfortable and familiar with the subject matter.	
SDP 2: <ul style="list-style-type: none">Several pupils have struggled with showing good learning behaviour since returning post lockdown. Class Dojo has been a very effective tool to help manage this. Students enjoy gaining points and are aware their parents can see how many points they have gained, and the reason for this. This allows pupils to feel their parents are far more invested and engaged in their learning. The app has also increased communication between staff and parents (particularly those that may not be present at drop off/ pick up) and has made remote learning far easier	

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- The class can be somewhat of a 'noisy' group. Lynn has been managing this in a very positive manner. By asking the children to 'think-pair-share' as well as work in small groups, pupils are improving their listening skills, as well as feeling 'heard' and engaged in their learning.

SDP 3:

- Although whole school assemblies are currently not possible, pupils have been working towards a class assembly each week. Using MindMate, and external resources created by charities such as ChildLine, children are able to express their feelings in these assemblies. The assembly also engenders a greater sense of class community.

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)

Action following governing body meeting:

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