

Visit Report

Name: Jenny Horton	Date: 23.10.2019
Purpose of visit: To observe a literacy lesson with my assigned class for this year. The focus of the lesson was a most beautiful book called 'Unspoken' where the plight of runaway slaves is told through the means of delicate, detailed pencil drawings. This to fit in with the current class topic. The lesson also embodied strategies from Kagan developing childrens' speaking/ listening skills, thinking abilities, and harnessing focussed partner talk for teaching/learning.	
<u>SDP Priorities 2019/2020</u>	
SDP 1: Quality of education	
1.1 Ensure progression is mapped in all subjects 1.2 Use Artsmark to support embedding arts within the curriculum 1.3 Raise attainment in reading, writing and maths for all groups- boys, pupil premium, more able	
SDP 2: Behaviour and attitudes	
2.1 Increase parental engagement through reward system in KS1 2.2 Further develop provision for behaviour support for individuals 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 pupil	
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 Consistency of practice and provision across school 4.2 Governor visits used effectively to support monitoring and evaluation 4.3 Review Safeguarding procedures to ensure they remain robust	
In addition, governors should be mindful of provision made for groups of pupils in class- PP, SEND, EAL, Boys, MA and GAP.	
My visit addressed SDP1- 1.3, SDP2- 2.2 and elements of SDP3- 3.1	
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. One aspect across school that struck me during my visit was the good manners of all pupils I encountered eg 'Could you open this door for us please?' by two girls with their hands full in the corridor, numerous 'Good morning ' greetings, a general awareness by children when walking past others in the corridor areas, and, within class many requests from one to the other eg 'could you pass me the rubber please?'	
2. I also received polite , warm greetings from the children when they entered the classroom from the playground.	
3. A seamless transition from playground to classroom, quiet and orderly, with children immediately ready to engage with teaching/ learning.	
4.The book's illustrations were displayed on the white board throughout the lesson.	
Ms Adamson reminded the children of the work they had so far done- A discursive argument around the book on whether the girl should tell the men about the runaway, the task being to demonstrate their ability to create a balanced argument reasons for / reasons against. Today, the children were going to revisit the 'text' in the light of greater back ground knowledge gleaned from their ICT work with Mr Sheerin and their own homework.	

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5. There then followed a series of questions posed by Ms Adamson to which the children responded by sharing their thoughts and ideas with their partner. 'Why do you think the book is called Unspoken' now? Has your view changed in the light of your greater background knowledge?' Sentence stems were offered to the children, 'I thought the book was called Unspoken because. . .'. All children then turned to their partner taking it in turns to share their thoughts. Individual children were then invited to share their ideas with the class. As the discussions were taking place Ms Turner, teaching assistant, and Ms Adamson moved between pairs supporting the children as they worked, giving more attention to pairings that needed greater support. The children demonstrated their ability to use correct language on many occasions, and throughout the lesson, Ms Adamson repeatedly used the correct terminology encouraging the children to do the same. Eg In response to the above question, one child stated that she had now changed her mind about why the title of the book was 'Unspoken'. 'I thought it was predictive, called Unspoken because the girl was not going to tell about the slave, but now.

6. The children were then invited to look again at individual illustrations interpreting them to work out how the girl is feeling in each one, as well as identifying possible feelings, the children had to provide evidence from the picture for their ideas. Throughout, the partner talk was focussed- all pairs listened respectfully to the thoughts of their partners, and discussed their differing ideas together.

7. Throughout this stage of the lesson, Ms Adamson reinforced the need to look closely at the detail in the illustrations, make use of background knowledge, the importance of interpreting facial expressions, in relation to which she reminded the children of the work they had done on this in SEMH. Sometimes she modelled an answer again using correct technical language eg 'Looking at him, and the expression on his face, my inference is that he isn't a very nice man'.

8. The children were then given 10 minutes to write about two feelings the girl has throughout the text and evidence these. This time was extended by 1 and a half minutes because all the children were still writing when the alarm sound signalled the end of the allotted time. Complete concentration in the room, with again, Ms Adamson working with an individual boy needing extra support.

9. The children were then given 4 small pieces of card the same colour as the book, and the Learning Objective was 'I can create my own story ending based on what I already know'. The children then had to draw a different picture on each piece of card telling the end of the story. Ms Adamson emphasised this was not about being right about the end of the story but it was their chosen ending based on what they know and their ideas of what could happen in the end.

10. Before they began the children were asked to share their sketching Top Tips-

Short, soft strokes

Don't press on hard

Hold your pencil in the middle.

This part of the lesson would carry on in to the afternoon.

11. In conclusion, and in preparation for the next stage in this work. Ms Adamson revealed a freedom quilt from a package at the front of the class out of which something dropped. This was a paper with different shapes and patterns on it, and a few moments were spent thinking about what these might mean in relation to the quilt and the story.

12. Attention had been given to the quality of the children's mini books of the story and the folder for them in the childrens' workbooks. There was also a Topic box and display of carefully chosen stories and texts for the children to look at and borrow around the theme of human rights generally to include people currently living.

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)

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