

Visit Report

Name: Jenny Horton	Date: Tues Nov 12 th 2019
Purpose of visit: To observe a Mindmate lesson in year 5	
<p style="text-align: center;"><u>SDP Priorities 2019/2020</u></p> <p>SDP 1: Quality of education</p> <p>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</p> <p>SDP 2: Behaviour and attitudes</p> <p>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</p> <p>SDP3: Personal development</p> <p>3.1 Improve well-being of pupils by developing provision for SEMH 3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum</p> <p>SDP4: Leadership and management</p> <p>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</p> <p>In addition, governors should be mindful of provision made for groups of pupils in class- PP, SEND, EAL, Boys, MA and GAP.</p> <p>My visit covered aspects of SDP1- 1.3, and SDP2- 2.2 and SDP3 -3.1</p>	
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 just over an hour.	
1 When I entered the classroom, the children had just finished a Spanish lesson, the transition from this to SEMH was seamless. PHSE books were given out and the date and learning objective written down –‘I can describe an unhealthy friendship and relationship’ efficiently and silently. It was a feature of the lesson that Ms Adamson made a focus of standards in written work at every turn. One boy had the LO written on his personal whiteboard and he was copying from this rather than the board, evidence of the support given to meet the needs of individual learners in order to help them succeed.	
2. The childrens’ attention was then drawn to the learning outcome on the board-‘ I can talk about a problem from the past that I have experienced with a friend’. But before this was discussed MS Adamson went through the PHSE rules displayed on the board to remind the children about the expectations for their behaviour during this lesson.	
3. There was then a recap of work in year 4 on healthy relationships with children sharing with their partners- all the while Ms Adamson and Ms Turner circulated supporting generally but also homing in on particular partnerships.	
4. Children were then invited to share their ideas , some of which were challenged by Ms Adamson eg one child said ‘not upsetting someone’, and Ms Adamson queried whether that was integral to a healthy relationship all the time. She and Ms Turner then gave an example of how they might deal with a situation where one of them was unhappy with the way the other had done something – trusting each other, sharing feelings, listening, helping each other, trying not to be mean or unkind were ideas shared.	

Visit Report

5. The children then had an independent task to do, timer set on the board, and sheet stuck into their books. Do I know what is meant by an unhealthy relationship, and, how might an unhealthy relationship make me feel? Ms Adamson used correct, formal vocabulary when reminding the children to think about how an unhealthy relationship might affect their physical, emotional and mental well being. The children then shared their thinking with others on their table.

It was noticeable in partner, table and talk sharing ideas across the class throughout this lesson, that all children engaged enthusiastically with both sharing their ideas, but then listening to those of others. Again, Ms Adamson reinforced the purpose of this talk by saying, 'Sharing your ideas will give us all more ideas.' It was also impressive that in sharing their ideas the children spoke in sentences, on occasions being given the support of a sentence stem.

6. Children then looked at a list of attributes on the board, some of which would contribute to a healthy relationship, others not. All the children were then given a card and assigned an attribute to write on it.

Again, they were reminded about their spellings- 'The words are on the board.'

7. Table by table the children then had to place their attribute along a continuum ranging from attributes important for a healthy relationship to those indicating an unhealthy one. This was a sophisticated task and children were told that if they felt their attribute was more important than one already placed they could move attributes accordingly, if it was felt some were of equal importance they could be placed alongside each other etc. The children then all walked up the line to see where attributes had been placed, and then a discussion took place at their tables, sharing their ideas about the attributes and where they had been placed.

Ms Adamson facilitated and encouraged the sharing of ideas by asking 'At your tables are you all going to agree with each other? Is it ok to disagree? ~Yes, because we are having a discussion.

Ideas were then shared with the class by individuals, I think 'clever' should be in the middle because I don't think being clever is important for a healthy relationship.'

8. Pairs of cartoon characters were then displayed on the board and the children chose a pair and then had to share whether they thought it was a healthy/ unhealthy relationship and give their reason citing the attributes used in the previous exercise.

9. The lesson ran out of time, and would need to be completed later but, it seemed to me that this lesson was rich in knowledge, skills and understanding and that there had been no time wasted during the lesson, but, rather time given for children to absorb new understandings and blend this with past learning through a wide variety of engaging and challenging activities.

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)

Visit Report
