

Visit Report

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| Name: Jenny Horton | Date: 9.11.2020 |
| Purpose of visit: To meet with Poppy Brown virtually to discuss the school term to date, needs of pupils and to share the teaching/learning experience since lockdown, to mutually celebrate her, the childrens' and parent/carers achievements, as well as acknowledging the challenges. | |
| 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?) Our meeting covered 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 SDP 2: Behaviour and attitudes 2.1 Increase parental engagement by means of Classdojo SDP3: Personal development 3.1 Improve well-being of pupils by developing provision for SEMH SDP 2: Behaviour and attitudes 2.1 Increase parental engagement by means of Classdojo 1. Poppy was very enthusiastic about Class dojo ('It's the best thing!'), and the positive impact it was having on communications between herself and parent/ carers. In terms of enabling parents to access childrens' learning and become more part of day by day learning activity in the classroom. She felt it enables her to establish 'a really good bond with the parents. She talked of its benefits for Remote learning eg video for White Rose maths with accompanying worksheet for children to complete. Parents could then take a photo of this and send it to Poppy for her to mark | |

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as well as the children being able to complete the work on the sheet and send back themselves to be marked.

Poppy spoke about how key Michael had been with technical help ie where parents were experiencing difficulty accessing an app, Michael had produces a step by step guide to help them get the programme up.

She told a story of two children requesting some fraction problems from her at 7.30 last Friday evening. She'd sent them off and then marked the resulting answers when they were returned.

Nicola had asked if she minded, and she said not at all. I do think this is an indicative example of the willing engagement of our staff in their role and their responsive care for and encouragement of the children.

2. Poppy also explained arrangements put in place to ensure that parents received feedback about their childrens' progress in spite of the fact that parents' evening could not take place. A short report had been sent out with the option then for parents to request a telephone call if they wished.

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. Poppy said that she felt where the children are currently in their learning was more or less on a par with previous years at this stage of the year, except for grammar including spelling. This had caused the childrens' writing to suffer.

As Language Co Ordinator she had devised a whole school programme to address this and there is now a weekly focus on one aspect of grammar, The current plan runs to Xmas but will be extended into the new year, **In true White Laith style no opportunity is lost in reinforcing this learning- eg in noun week, children as they sanitise their hands to come into school are asked to give an example of a noun age appropriately, and, again, in the dining room.**

2. Poppy had shared the results of her class assessments with me before we met. She said her targets were aspirational but added, 'We always get there!').

In **Reading** we have 53% of children at age related with a target for 67% of children to be there by May. 5 of the children are currently at greater depth but Poppy hoping this number will rise to 8. However , there are also three children in a booster group who it is hoped will also get there, taking our % to 77%

Maths- currently just 50% of children are working at age related but the target is 77% by May.

Writing- age related 57% currently with a target of 77% by May

3. Poppy described a highly organised daily programme of work designed to help those children behind to catch up.

In Reading there are 9 children in the focus group 8 of whom are PP, and 5 of these also having SEND.

In Maths there are 6 children in the focus group 5 of whom are PP, with 4 also having SEND

In writing there are 7 children in the focus group, 6 of whom are PP with 5 also having SEND

All children who are PP and needed one have been given a lap top previously used by teachers/children- not provided externally as this will only be done when a bubble closes in KS2 (5 ipads will then be provided) to use at home.

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There was a close working partnership between herself and Melinda, so that for example, after maths teaching and work in books, while the children were out at PE, Melinda would mark the books, identify those who needed further work. Melinda would then work 121 with those individuals in the afternoon and they would then be given a White Rose video to watch for further consolidation, so that then they would hopefully be up to date for the following day's learning.

There was a similar rigorous and multi media approach to reading learning with all children being heard to read each day by an adult, and, if this was not possible the key children would be targeted.

SDP 2: Behaviour and attitudes

Class dojo also helped with supporting with behaviour too, Poppy felt because the children know that she communicates daily with any behaviour issues, helping to improve behaviour in some individuals

SDP3: Personal development

3.1 Improve well-being of pupils by developing provision for SEMH

Poppy thought that dojo is definitely good for the children's sense of well-being. They get a sense of pride when getting 'made my day' and the way the other classmates/parents comment with positive responses contributes to this.' I think the fact that the children know that I will send pictures of their work to their parents also helps to improve their pride in their work.'

I certainly felt that Classdojo must contribute to childrens' sense of well being and the SEMH curriculum. For children to know that their parents are in communication regularly with the teacher, and are more knowledgeable about and engaged in their learning and activities at school must lead to a greater sense of security and 'wholeness'. Knowing that the key adults in their lives are directly communicating about their needs etc is a powerful influence.

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)

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