

# Visit Report

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Name: Jenny Horton

Date:

Purpose of visit: To pay a class visit to the class I'm linked with this year prior to their SATS tests.

Overall aims for school development plan 2021/2022

## **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 progressive, broad and balanced curriculum
- 1.3 Further develop provision for SEND pupils
- 1.4 Use Artsmark to support embedding arts within the curriculum

## **SDP 2: Behaviour and attitudes**

- 2.1 Re-establish cooperative learning and engagement strategies
- 2.2 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 Development of leadership in EYFS
- 4.2 Effective CPD and Induction to maximise impact of staff on pupil progress
- 4.3 Consistency of practice and provision across school
- 4.4 Governor visits used effectively to support monitoring and evaluation
- 4.5 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?)

During this visit I observed elements of the following priorities in our SDP

## **SDP 1: Quality of education**

- 1.1 Catch-up learning missed due to Covid 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 progressive, broad and balanced curriculum
- 1.3 Further develop provision for SEND pupils

## **SDP 2: Behaviour and attitudes**

- 2.1 Re-establish cooperative learning and engagement strategies

## **SDP3: Personal development**

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

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My visit lasted for the entire afternoon and during this time I observed seamless segueing from arithmetic to grammar and finally a Mindmate lesson on comfortable/ uncomfortable feelings and strong emotions.

1. As in previous visits, all children in class were engaged and actively participating in their lessons the whole of the time with no time wasted, concentration lost either during an activity or when moving from one lesson focus to the next. Materials / resources from one were put away with alacrity and calmness and replaced by those needed for the next.
2. There was no extraneous talk but much evidence of co-operative learning and engagement strategies throughout – partner talk, table group discussion as well as shared observations with the class.
3. Every activity was timed, and this was shown by a clock on the whiteboard with the time passed being indicated on the clock, and a times up sounded when this expired. This ensured that each activity was pacy without it appearing that any of the children felt pressured in any way.

## Arithmetic

4. The arithmetic test comprised 12 operations ranging from addition, subtraction, multiplication, and division to fractions, %, and square roots. The children worked through this test while the register was being taken – there was a ‘good afternoon’ to each child from Ms Adamson and each child responded with the same greeting. When the test was completed, Ms Adamson read out the answers and the children marked their papers but this was punctuated by questions with a prompt that the correct mathematical language should be used for the answers eg  
‘How did you work that one out?’  
‘What do you notice about the fraction denominators?’  
‘3 quarters of 640 ‘How do you work that out, why do you need to divide by 4?’

## Grammar

5. The grammar task was timed for 15 minutes with the timer sounding every 5 mins. The children worked through questions on types of words, prefixes, antonyms, passive sentences, identifying grammatical terms for underlined words, questions around punctuation etc. During this time Ms Adamson walked around the group checking in on individuals and supporting one pupil, Mrs Kewley was working with two children at the rear of the classroom. Again while the children were marking their work Ms Adamson was consolidating their learning by asking key questions eg  
‘What does the term main clause mean?’  
‘What is the comma doing there?’ followed by a listing of the uses of commas.

## SEMH

6. Then the remainder of the afternoon was taken up with the Mindmate lesson, with PHSE topic books being given out by Mrs Kewley during the grammar activity. During this lesson 4 children were supported by Mrs Kewley – The learning objective was ‘I have a good understanding of emotional well being.’

The children firstly recapped on work covered in year 5 by being asked to discuss ‘What is well-being?’ with the rest of their table. Ms Adamson circulating and commenting that many groups were talking about emotional well being and posing the question, ‘Are there other types of well-being?’ the children were then invited to share what their partners had said- being healthy, state of mind, having a balanced diet, doing 15 mins of exercise a day, when we work together were some of the answers shared. The ground rules for PHSE lessons were then shared, and work previously covered on comfortable/ uncomfortable feelings re visited.

7. The children were then given envelopes containing 15 squares of paper with 6 words depicting a range of comfortable/ uncomfortable feelings on them eg apprehensive, frightened, threatened, insecure, uneasy, intimidated. They were also given a master sheet, and, in pairs, they had to discuss whether each block of feelings was of high, medium or low intensity and place them accordingly on the sheet.

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I thought this was a challenging exercise but, each pair diligently set to work with obvious negotiations taking place and different viewpoints being considered. Ms Adamson asked, 'What helped you decide where they went?' One pair offered, 'We read through all the descriptions first and then decided.'

8. The children were then invited to discuss any situation when they might have felt these emotions- Ms Adamson gave examples for 'agonised' and 'ecstatic' but explained that different people feel differently about different or the same situations. It was emphasised that if you can explain your feelings it can help in your relationships with other people.
9. The class then engaged in a Mindful Feelings video break- relaxing different parts of the body, listening to sounds around, identifying when a bell sound stops.  
Key Question for children to discuss- 'How can an exercise like that be helpful to you?'  
Ms Adamson summarising that sometimes feelings can be so intense they can take you over, and our feelings affect how we behave. An exercise like that can help the feelings become less intense
10. The class watched a video of a classroom scene and were asked to identify how one girl was feeling to apply understanding and learning from this lesson. 'How do you know?' 'Do you think she was feeling a really intense feeling?' 'How might the new girl to the class be feeling  
- Look at the feelings on your chart. 'Watching the video how did you feel? 'Comfortable/uncomfortable or did you go on a journey between the two?'

11. To further apply their learning, the children were then given three scenarios and asked to discuss together how they would describe the range of feelings represented in each one, and think about the intensity of feeling, and , how they would respond/ what advice they would give e.g.

Desmond felt small . His backpack engulfed him and the three-storey building towered over him. How would he find his way around this place let alone survive the day? Secondary school! He actually couldn't believe his first day had arrived so quickly.

12. The children were then labelled a and b, and a s were asked to share their happiest moments in primary school

A few examples were then shared with the class – going to Ingleborough-others were asked to wiggle their fingers if they shared this. Primary school makes me feel safe, school discos, comfortable because I have lots of friends were among other thoughts shared.

13. The question of moving on to secondary school was then raised and the children asked to discuss how they think that might be-

'We're going to feel a mix of emotions- important not to get lost/stuck in intense feelings, to let them go and move on.

This was an intense teaching/learning session which, I felt, highlighted the relationship between Ms Adamson and the children and, perhaps, the fact that they have now worked together for two years, both in terms of the amount of work that was covered through the afternoon, and the trust and respect shared between teacher and children. The quality of the children's' thinking and their maturity and openness in sharing thoughts and feelings is most impressive .

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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)

Report shared with the governing board emphasising the quality of education being offered to our children in their final year at school, while preparing them for moving on in September.

Action following governing body meeting:

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