

# White Laith Governor Visit Report

Name: Jenny Horton	Date: Oct 17 <sup>th</sup> 23/24
Purpose of visit: To spend time in year 6 , a class that I am linked with for this term.	

## Summary of priorities

**QE** – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 2</b>	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.  <b><i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i></b>
<b>QE 3</b>	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
<b>QE 4</b>	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>By the end of year 2, all children to have fluent handwriting.</i></b>
<b>QE 5</b>	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <b><i>All children use precise mathematical language to explain thinking.</i></b>
<b>QE 6</b>	Develop provision to ensure effectiveness of support for SEND pupils.
<b>QE 7</b>	Finalise Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <b><i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i></b>

## White Laith Governor Visit Report

<b>QE 8</b>	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
<b>BA 1</b>	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
<b>BA 2</b>	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.
<b>PD 1</b>	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
<b>PD2</b>	Ensure Pupil Voice is a powerful driver for school improvement.
<b>LM 1</b>	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
<b>LM 2</b>	Governors are able to provide effective support and challenge.
<b>EY 1</b>	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
<b>EY 2</b>	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
<b>EY 3</b>	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
<b>EY 4</b>	Increase engagement in learning for Nursery parents

# White Laith Governor Visit Report

---

In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability ( including higher attainers).

My visit covered the following aspects of our SDP plan-

<b>QE 1</b>	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
<b>QE 2</b>	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding.
<b>QE 3</b>	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
<b>QE 4</b>	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
<b>BA 2</b>	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.

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?)

## ICT

1. When I first entered the classroom, all the children were engaged in writing about The Highwayman. There was an atmosphere of concentration and willing engagement in the room. Poppy took the opportunity to share with me children's' books displaying work undertaken across the half term so far. There was evidence of activity across all areas of the curriculum, and the work was displayed in a way that demonstrated the pride taken by the pupils in it, reflecting the high expectations set by Poppy.

## White Laith Governor Visit Report

---

2. I then went down to the ICT suite where a large group of year 6 pupils were working with Mr Sheerin on researching famous people from the Victorian era ( the class topic for this term).
3. The session started with all the children sitting in front of the large screen and Michael asking key questions to support children's knowledge eg What is the world wide web? What is a browser? What do we use in school? What are these browsers- Google, Kiddle, Swiggle Individual children answered demonstrating a growing confidence in understanding of key vocabulary.
4. Individually the children were then handed their sheets on their research so far. Some children had chosen their own person to research, others had chosen from a list prepared by Michael. The 'famous people' chosen were diverse in ethnicity and their fields of endeavour, and some were lesser known at least to me! Eg Annie Kopchovsky, Sarah Forbes Bonetta alongside Mary Seacole, The Duke of Wellington etc.
5. Michael had reviewed the children's initial research and individually gave each feedback as to possible areas of future research. The children then went to their computers to continue their work. All the children I spoke to said they were finding their person interesting, and were enjoying learning more about them, several saying it was fun.
6. There was an atmosphere of busy occupation and concentration in the room, with Michael circulating supporting work, making suggestions etc.
7. There was also a class member who was circulating and supporting his classmates – Michael/s helper, who also worked with year 2. He was displaying maturity and ICT knowledge in support of classmates who responded to his interventions positively. He told me that he would be completing his work during lunchtime.
8. Michael told the children that they needed to have completed their notes by the end of the session and to have saved two photos of their person. He then drew the children around the big screen and demonstrated how to save a photo ,then detailed the steps needed to secure it in a folder with their person's name on inside the Famous People folder. 2 file types were identified to be used in the saving -PNG or JPG.
9. Michael had also produced a completed poster which was displayed on the board so the children could see what their final piece of work would look like. This was formally formatted.
10. The children demonstrated a fluency with the computer skills they already had, and an ability to use this prior knowledge to incorporate new learning ie saving photos.

### Writing

1. In the afternoon I joined the class for writing, the topic being The Highwayman., and the children writing from his perspective. There was a structure for the task displayed on the big screen and suggestions for what to include at each point.

Jumping on my horse I galloped through the misty forest.

Your journey into town – lots of adjectives and describing what you are wearing.

Riding over the cobbles- Is it quiet? What can you see? How do you feel? You tap on the shutters.

You see Bess-describe your feelings for her. What does she look like?

Explain to Bess that you will be getting some money tonight and that you will be back to get her.

Describe your exit from town.

## White Laith Governor Visit Report

---

2. In all, the children worked for 1 hour and a quarter approx. on their writing and were completely focussed on it the whole of the time. They were seated in small groups with Ms Brown circulating talking with individuals about the progress of their work, sometimes reading out good examples of description, use of ellipsis to build up tension etc, and making general observations to the class as a whole ie tenses write in the present or past not a mixture of both.
3. There were a small group of 4 children working outside the classroom on the same task with Mrs Kewley- these were children who needed encouragement to keep going and were using computers to write with.
4. A boy in class ( chosen at random) was able to describe for me in detail the complex process and stages of producing a piece of writing including the drafting stage -taking note of the success criteria and what to include, writing and then editing your work with a partner, making changes as a result of this etc. When finished then editing individually using the class feedback sheet.
5. Each desk had an editing box which included dictionaries, thesauruses, a booklet of descriptive words for eg atmosphere, appearance including nouns, adjectives , verbs and a Writers Toolkit which covered tenses, classes of words ,expanded noun phrases and much more! The children could refer to them freely.
6. At one point the children were asked to stand up and read their writing aloud for the purpose of checking the meaning, inserting commas where they needed to pause etc.
7. Throughout this time, there was complete concentration across class with pupils taking obvious pride ( and enjoyment from those I spoke with ) in producing this piece of work.
8. One boy articulated for me very clearly when asked to by Ms Brown the whole school system now place for monitoring the % of children in each class reading at home across a week with the results being displayed in the main corridor.

### Spanish

1. The afternoon ended with a fast-paced Spanish lesson which the children clearly loved- numbers up to 10. Firstly answering the question How Many? From pictures shown on the big screen, the Language Angels singing a number song on screen with the children joining in, and finally a Round Robin in their table groups with children saying the numbers in rotation around their group. Ms Brown spoke in ~Spanish throughout.
2. She explained that Language Angels was new to school and would allow her as co-ordinator to more easlity monitor this area across school.

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)

# White Laith Governor Visit Report

---

Action following governing body meeting:

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

Governors may wish to refer to the breakdown of the writing curriculum for Year 6 on the website.

## **Guidance for Governors - Please delete this section when you have completed your form**

**Our school development priorities are expressed in greater detail this year. However, it is important that governors have a tight focus for their visit eg reading or maths.**

**But, within this focus, governors can be observing teaching strategies, pupils' learning behaviours, the provision made within the lesson for children with specific needs/ from particular pupil groups, deployment of support staff, issues around equalities etc**

**Governors may also wish to speak with pupils encouraging Pupil voice and letting pupils know we value their opinions.**

**The KEY recommends governors do ask pupils:**

- What are you learning in this lesson?
- What do you like most/least about this subject?
- Can you show me some feedback you've been given in your book?
- Are you learning anything new in this lesson?
- How hard are you working right now?
- What do you do if you need help?

**Governors may also wish to refer to the Key's Visits – your How to Guide.**