

# Visit Report

Name: Jenny Horton	Date: October 19 <sup>th</sup> 2021
Purpose of visit: To spend time with the class I'm linked with this year, observing a science lesson.	
Overall aims for school development plan 2021/2022	
<b>SDP 1: Quality of education</b>	
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	
<b>SDP 2: Behaviour and attitudes</b>	
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)	
<b>SDP3: Personal development</b>	
3.1 Improve well-being of pupils by developing provision for SEMH	
3.2 Ensure PSHE curriculum meets requirements of revised Relationships curriculum	
<b>SDP4: Leadership and management</b>	
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?) My visit covered aspects of the following SDP priorities-	
<b>SDP 1: Quality of education</b>	
1.2 Provision of a progressive, broad and balanced curriculum	
<b>SDP 2: Behaviour and attitudes</b>	
2.1 Re-establish cooperative learning and engagement strategies	
My visit lasted 1 and a half hours approx...	
1. The environment of the classroom was attractive with boards devoted to different subject areas – maths, science, history, RE and these were well organised with questions, key vocabulary etc, all designed to encourage on going use and for support children's learning. The classroom also has a very green outlook with beautiful trees- I didn't see anyone looking out of the window, engrossed as they were with their science investigations, but I did wonder what impact this might have on the children's overall sense of wellbeing, being surrounded by nature in this way. The classromm was also well ventilated.	
2. The children were working in 7 teams and their tables were full of electrical components for circuit making. The white board was being used as an integral part of the lesson. Ms Adamson started by asking the children if they could name the electrical components displayed on the white board which they had	

## Visit Report

covered in year 4. I felt this was a valuable link to make as it was grounding today's teaching/learning experience in what had gone before.

3. It was salutary to witness throughout this lesson that, despite tables being full of electrical components the children's behaviour for learning was exemplary, despite all the disruptions of the past year. They worked in their teams co-operatively with respect for each other, different members of the group taking the lead eg making suggestions at different times. I did not witness any one child dominate a group, and girls were as likely to intervene, question, suggest as the boys. They shared the materials on the table focussing on the task set without disagreement, or argument.

4. The lesson was guided by Ms Adamson as the children worked through each challenge-

Make a circuit that will make a buzzer buzz.

Make a circuit that will make a motor spin.

Make a circuit that makes a bulb light up and a buzzer buzz at the same time.

Make a circuit that makes 2 bulbs light up

Improve the circuit above to make the bulbs brighter.

Make a circuit that allows you to turn a buzzer on and off.

Ms Adamson circulated among the tables asking teams questions, making prompts and losing no opportunity to introduce scientific language eg 'You might want to experiment 'trial and error' and remove some components from your circuit'.

She also encouraged cooperative working across the class by at one stage stopping everyone and asking, 'Can anyone help this team out?' Several times she requested that children be more precise in their language when responding, and, providing sentence lead ins as necessary to support children describing their work eg 'To make the bulb brighter we.....'

5. The children worked through each challenge one at a time, and then drew a labelled diagram to show each circuit, again there was an emphasis on accuracy.
6. The lesson was pacy with each challenge being timed with a clock on the whiteboard. If children finished before others, they were encouraged to look at their electricity word mats and check they knew the key vocabulary
7. Ms Adamson finally asked the children how they thought they might be able to measure the brightness of a bulb/ test the brightness?

The children made various suggestions – taking pictures and comparing the brightness, observation. Ms Adamson then introduced the concept of light sensors.

8. This was a well-planned, structured lesson with children learning through investigation and problem solving supported by timely interventions from Ms Adamson.

9. Mrs Kewley worked with one boy with SEND on the making of a simple circuit.

It was raining that day, so no outside play was possible, instead Ms Adamson put on an exercise video involving stretches etc to get the children moving. Again, behaviour was exemplary, as children used the limited space between furniture to carry out these physical movements - front kicks, bunny hops, crab crawls etc without bumping into each other. While this was tables were sent to the toilet, milk/ water was drunk, hands cleansed. The children then settled back into their learning seamlessly.

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)

Visit report shared with other governors. I also asked Mrs Kewley and Ms Adamson whether they had covered electricity at primary school let alone covered it in such depth because I most certainly didn't! They both responded no.

## Visit Report

---

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