

# Visit Report

Name: Jenny Horton	Date: Feb 15 <sup>th</sup> 2022
Purpose of visit: To observe a maths lesson in year 6 as part of my class link this year.	
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 these aspects of our SDP priorities	
<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	
<b>SDP 2: Behaviour and attitudes</b>	
2.1 Re-establish cooperative learning and engagement strategies	
<b>SDP4: Leadership and management</b>	
4.3 Consistency of practice and provision across school	
My visit lasted 3 hours approximately, and, as well as maths, I also observed a morning literacy activity and the transition from maths to topic work.	
1. The children demonstrated throughout the morning a high engagement with and interest in their learning. Their capacity in maintaining concentration during a high challenge maths lesson broken down	

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into two parts the first lasting 1 and a quarter hours, then back for 20 mins for an extension and super challenge activity after a PE break was impressive. There were no displacement activities, no unfocussed chatter just a re engagement with their work.

2. There was a positive learning ethos in the class, attention to Ms Adamson, the screen, as appropriate, following both instructions and advice eg 'be more specific' when responding to the literacy questions.
3. Co-operative learning strategies were used throughout the morning, with the children engaging in discussion as a group, with their partners and with the class. Ms Adamson directed this with guidance on how the sharing of thoughts and ideas should be done eg 'How do you work out area/ perimeter? Chat with your partner.' Children were then chosen to share their chat with the class. 'What do you know about algebra that might help you today? Both in literacy and maths children were reminded to give detail in their answers and to be specific, they were also encouraged to use the appropriate terms and to speak and write in full sentences eg Why am I a happy fisherman? I am a happy fisherman because.....
4. At the beginning of the algebra session the children were using their whiteboards to represent and solve simple equations. These were then held up to enable Ms Adamson to quickly check their understanding.
5. Ms Adamson demonstrated some of what the White Rose maths programme had to offer in terms of quality teaching/ learning, and we agreed that it enabled her to choose the elements that she felt were most appropriate in the drawing up of the lesson, and that it then enabled her to concentrate on her teaching and the children's learning.
6. It also enabled the group who were working outside of the classroom with the TA ( a group of 5) -with a few other children working in Windermere- to access the learning at year 4/5 level while the 18 in class worked on the year 6 curriculum.
7. Throughout the session, when the children were engaged in independent work Ms Adamson was circulating to encourage , support and extend the children's thinking eg 'Can you explain what you did?'
8. In between lessons there was movement to go out for PE and back, tidying away from one activity, getting things out for the next, cleaning hands when they came back from the playground ( soap dispenser by the door) then rinsing them in the sink. All of this was done smoothly with no disruption or wastage of teaching/learning time.
9. The sessions were timed and worked with pace so that the children knew how long they had for each task and responded accordingly.
10. However, there was nothing robotic about it either with children being acknowledged, addressed by their name and spoken to and engaged with by staff with respect. This model was then replicated in the way the children behaved and interacted with each other.

The literacy task involved reading a newspaper type page with a variety of presentation , including pictures with captions, and dealing with different topics . There was a matching an animal to the zoo where they were born question, for which you did not need to read the article but could glean the information from captions with accompanying photos. In response to an article about Marcus Rashford's books for children and young people 'What do you think is the aim of the new book called You Can Do It? The children were encouraged by Ms Adamson to closely look at the text and provide detail in their answer.

The maths task involved increasingly difficult algebraic tasks ranging from using simple formulas to work out values, to writing formulas for the areas and perimeters of different shapes, seeing the relationships in different patterns and writing formulas to represent them and choosing from different formulas the one that describes a particular pattern.

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<p>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)</p>
<p>Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit)</p> <p>Visit reported on verbally at the T and L meeting that evening.</p>