

Governor Visit/Monitoring Report

Session 1 – Writing and Provision for the More Able.

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| Name | S. Dutnall; M Boyle; A Fowler; M Hart; R Whitelock; L. Money; S. Potter; V Pitambaran |
| Date of Visit | 8 th November 2016 |
| Type of Visit (please tick) | Learning Walks Discussion with staff |
| Purpose of Visit (Specify SIP target visit is related to, if relevant) | To monitor the effectiveness of the school development plan particularly with regard to:- <ul style="list-style-type: none"> • SDP priority 4h. 'To raise standards of attainment in writing throughout the school.' • SDP priority 2. To ensure consistency and challenge in teaching and learning. |
| Staff visited | All teaching staff were visited during the morning plus and the reading support leader was observed for one session. |
| Objectives for the visit | <ol style="list-style-type: none"> 1. To observe writing lessons throughout the school. 2. To note the engagement of the children in the activity. 3. To look for 'challenge' in the task set for the more able. 4. To monitor if there are sufficient prompts and aids to enable the children to be independent learner. 5. To monitor progression from one year group to another. 6. To monitor if marking is up to date and lets children know if they have achieved the learning objective. |
| Document, Data and Policies referenced as part of this visit | SDP Marking Policy End of year data |
| <p>Summary of visit activities. Governors had timetabled visits to all classrooms and to one intervention session which was being held that morning. They had been given suggested questions to ask themselves and opportunity to note any queries they could not find the answer to, which were addressed to the Head Teacher and Deputy Head Teacher in the de-briefing session. Findings of the governors were also discussed during the de-briefing session.</p> | |
| <p>4) How do you think governors / SLT can measure the effectiveness and impact of this element of the curriculum? Through analysis of data Learning walks Scrutiny of books Monitoring classroom and corridor displays</p> | |
| <p>Summary of findings: Behaviour of the children was excellent throughout the morning. Much improved catering - the governors were given breakfast and lunch. Governors were made aware of expectations of new curriculum for writing.</p> | |

Areas for praise

Behaviour of the children was excellent which created a good learning environment.
Most of the children were engaged in the tasks; they were generally focussed and interested.
All marking in books was up to date.
All books were marked in accordance with the marking policy, which was displayed in books and on classroom walls.
Teacher's explanations of tasks were generally good.
Children knew what was expected of them.
Children were given opportunity to discuss their ideas with partners and the rest of the class.
New vocabulary was introduced and explained and children were encouraged to use it.
Teachers used modelling to show children what was required.
There were word banks and other aids to support learning.
Thesaurus was seen to be used in yr 2 and yr 3.
Differentiation was seen.
Verbal feedback given to children to help them to achieve the objective.
Success criteria were used in some lessons.
Teachers asked open and closed questions to children of different abilities.
Handwriting was generally modelled correctly apart from in one class.
Good progression was seen from year to year.
Working walls were in use.
Phonetic spelling of words by younger children was good.

More able
Challenge was seen in a maths task. Teacher gave extra input and the learning objective was more challenging.
In year 6 governors observed a quiz which involved the children working together.
Extension activities were seen.
More able children were encouraged to gather the resources they needed.

Any areas for concern or queries

In some classes the TA was working with a large group.
A governor queried how much of what was seen was new learning. JH explained that in the new curriculum teachers are encouraged to explore a subject more deeply.
The use of success criteria as an objective rather than a path to success was noted.
Some governors felt more of the children's work could be displayed in classrooms. JH said that a lot is displayed in the corridors.
Governors expressed concern at the gap between the level of the children on entry to the school and the expectations of the year one curriculum in writing.

More able
Could the 'challenging' activities be made more obvious?

Next Steps e.g. Follow up activities, points to be raised at a governing body meeting, agreed actions

Governors to look at writing across the curriculum.
Governors to monitor the teaching of spelling.
Governors to monitor the impact of parent workshops.
Governors to continue to look for challenge being provided for more able children.
Governors to continue to the children's progress in writing.

Impact assessment (Consider the impact or outcome of your visit. This may be, for example, that you are able to verify first-hand the way the school works, or have better understanding of something, or met new members of staff, or represented the GB at an event)
Governors were able to observe writing throughout the school. They were able to observe the engagement of the children and to view classroom and corridor displays.
They gained a deeper understanding of the expectations of the new curriculum.
They gained a better understanding of the the school works.

Comment from Headteacher

I was delighted so many governors were able to attend and share in a typical day at Beecroft. It is particularly pleasing to see the comments around behaviour, challenge for the more able and marking. There is a fine balance to be made in the classrooms between working wall areas and displaying children's work; as commented in the debrief, lots of the children's work appears in the corridors. Use of SC will be fed back to colleagues during INSET time.