

Governor Monitoring Visit Report

SIP PRIORITY 2: QUALITY OF TEACHING; LEARNING & ASSESSMENT

“To develop the curriculum and assessment processes to enhance pupils’ Maths and English skills and enable a greater depth of learning”

Name	All governors
Date of Visit	21 st Jan – 1 st Feb 2019
Focus of Visit	Monitoring progress against SIP Priority 2
Purpose of Visit	To observe an English/Maths lesson and monitor progress against the agreed action points in the SIP (*see below) (and also...) To see the Performance Management process in action.
Links with School Improvement	SIP Priority 2: To develop the curriculum and assessment processes to enhance pupils’ Maths and English skills and enable a greater depth of learning. Success criteria: <ul style="list-style-type: none">✓ An effective curriculum is implemented and delivered across the school which enables the application of Maths and English skills and a greater depth of understanding & application✓ Staff are confident in providing learning and teaching styles which enables a greater depth
Summary of activities: <i>Observed various English and Maths lessons in each class/year group</i>	

*Monitor and evaluate:

- ✓ teaching consistency
- ✓ SEN provision
- ✓ marking and feedback to ensure common errors are picked up and high expectations of writing and presentation are matched in all subjects
- ✓ to see that activities are crafted to match the domain (BAD)
- ✓ that staff have an ‘advancing understanding’ mind-set
- ✓ that children are expected to ‘grapple’ daily

Highlight what you observe:

Seen by all visiting governors

Seen by some visiting governors

ELEMENT	TEACHING Because teachers....	LEARNING Children...
PLANNING	<ul style="list-style-type: none"> Plan well and have good subject knowledge Use a range of contexts Use a range of resources Plan tasks which match the outcome and intention 	<ul style="list-style-type: none"> Enjoy their work Show good attitudes (eg. ok to be 'in the pit'/prepared to grapple) High quality work is produced Spend a high proportion of time on task
ASSESSMENT	<ul style="list-style-type: none"> Build planning on their assessment of children's learning (advancing understanding mind-set) Build in high levels of challenge Plan appropriate and clear differentiation Make a good match between the task and ability 	<ul style="list-style-type: none"> Are working at a challenging level Show a pride in their work Show good levels of output Work at optimum levels Improve their skills
EXPLANATION	<ul style="list-style-type: none"> Explain well and their teaching is clear and have a good delivery of lesson content Explain what is required and why Make good use of voice Share learning objectives/outcomes 	<ul style="list-style-type: none"> Show they understand the task and show perceptive responses Can evaluate their own learning Show interest and concentration Listen well Can talk about and explain the task
INTERACTION AND EXPECTATION	<ul style="list-style-type: none"> Interact with children throughout the lesson Have high expectations Make effective use of praise and support Use skilled questioning with good use of open questions Model outcomes Make appropriate interventions and checking of progress There are good intra class relationships 	<ul style="list-style-type: none"> Are aware of expectations and live up to them Co-operate well Progress well Understand what they are learning Understand the learning itself Succeed Are able to apply knowledge, skills and understanding
INDEPENDENCE	<ul style="list-style-type: none"> Encourage independence in learning Have good knowledge of all the children Encourage thinking skills and investigation 	<ul style="list-style-type: none"> Give mutual support Can offer an opinion about their task Are confident to ask questions Generate their own ideas Are highly motivated
LESSON STRUCTURE	<ul style="list-style-type: none"> Consider the structure of the lesson Introduce learning and link it to other learning Give good opportunities for review throughout Give a good balance between direction and independent learning Ensure that the method meets the need Make effective use of plenary/review 	<ul style="list-style-type: none"> Understand the time available See relevance in the learning Make new small steps throughout Learn by both listening and doing

	Comments:
Discussion with pupil(s)	
<p>What are you/have you been learning about today?</p>	<p>Foundation Stage:</p> <p>In Phonics the children were building on a new sound and were all trying hard – when asked they all understood how to use the sound and where it would be found in words – towards the end of the lesson they were independently writing sentences and finding words with the correct sound</p> <p>The children could verbalise the different ways they knew they were doing well. Some children were also given house points for good work and when asked the children said this is because they have either been really good or done something really good</p> <p>The children asked all understood that reading lots of words helps to understand reading better and they enjoyed doing this when they were out and at home.</p> <p>When asked, the children were proud to show work of theirs that was on the wall in the classroom, they were happy to tell me what it was. They could remember what they were doing and what it was for.</p> <p>The teacher gave feedback throughout the lesson on how well the children were doing and making sure the children were focussing on the right elements for the days lesson</p> <p>Despite a wet playtime, children were enthused by starting with a “let’s jump” routine, through a “numbers in teens” routine and onto a challenge to recognise shapes in an attempt to beat a previous score against the timer. Energy levels and excitement were high but very well controlled.</p> <p>There were a variety of visual exercises employed in the plenary session to focus minds on maths, the emphasis through these was on “how do you know?”, rather than simply expecting children to answer by rote. Brightly coloured number lines above the white board and laminated number charts that were handed out to each child reinforced the learning.</p> <p>The group teaching was broken up by the teacher asking the children to talk to their friends and</p>

	<p>Comments:</p>
	<p>during these instances she crouched on the floor to speak to various children to illicit responses. When not crouched down, she frequently referred to the different children by first name, giving praise for correct answers or good suggestions.</p> <p>When applying their learning, I spoke to 2 children who were completing a task to identify the smallest and longest fishing rods on a pre-printed sheet and write on the length using measuring blocks. One child showed and told me what she was doing. She was very much on task, had clearly written her name on the paper as directed and had measured the fishing lines she had drawn.</p> <p>Another child was very confident, counting to 20 with ease and identifying several of the numbers on the laminated cards.</p> <p>All the children appeared to be thoroughly enjoying their learning and well behaved, including responding to the call to tidy-up for the close of the lesson in preparation for lunch.</p> <p>In most classes the children were all able to clearly tell the visiting governor what they were learning about and why – this shows a good understanding of the children and a good lesson set up from the teachers involved.</p>
<p>How do you know how well you are doing in English/Maths?</p>	<p>The children explained that the teacher lets them know if they are doing well and the marking in their books tells them if they are achieving the outcomes. All children are aware of the meaning of the green and orange marks in books</p>
<p>Do you have targets in English/Maths at the moment?</p> <p>Can you explain one of your targets?</p> <p>What do you have to do to achieve it?</p>	<p>The children have target cards in their trays and if the lesson corresponds to one of the targets the children can highlight their confidence of it on the target card. The target cards were referred to during the lesson.</p> <p>It is concerning that some children spoken to are unaware of targets set, some knew they had them but didn't know what they were or where to find</p>

	Comments:
<p>What do you do at school and at home to help you get better at your Maths/English?</p>	<p>Children said that they get better by doing their homework and maths and spelling books.</p> <p>At school the children understood about where they were in understanding the maths lesson by using the thumbs up, middle and down method. This gives the teacher a good indication of who needs further input.</p>
<p>Find a piece of work you are really proud of. Tell me what was good about this piece of work. Can you tell me what you learned that day?</p>	<p>Children in all classes were able to find a piece of work they were proud of, some of these are commented on below</p> <p>I spoke to three children; all showed me a piece of work they were proud of. One was a piece on 'room on the broom' and she was proud because she had used capital letters. Another one was proud because they had to use and spell a difficult word but they worked hard and went into the learning pit and found the answers. The last one showed me a piece on Lego land and he was proud because it was reminding him of a nice family day out.</p> <p>The children could easily find a piece of work to show me that they were proud of. They could talk through that method they had used to achieve the right answer. I was told by one child thatTo times by 10 you move to the left and to divide you move to the right. He also liked the way you had different options in multiplication to work things out. This work he was very pleased with.</p>
<p>What do the orange and green marks mean in your book?</p> <p>Do you know how to improve your work?</p> <p>Do you have the chance to improve your work?</p>	<p>All could explain that orange was that the answer was wrong and green meant they had it right. They told me they don't get told off and it is ok to get it wrong and it just means they need to level up their work. They said the can try again if they get it wrong</p>

From what you observed, do you feel:

- An effective curriculum was implemented and delivered which enabled the application of Maths/ English skills and a greater depth of understanding & application? **Yes**
- Staff were confident in providing learning and teaching styles which enabled a greater depth? **Yes**

Additional comments and/or recommendations:

- I had a really nice lesson in Y1. I think the teacher did really well, especially for saying she is only in her 2nd year of teaching. She got the children warmed up by doing a song and dance and then told them what to do whilst remembering to be quiet. Behaviour and manners were fantastic. For saying where these children were 12 months ago they have come on leaps and bounds which is a credit to the work done in FS last year and Y1 this. It was nice to sit in on the feedback with the Head and staff member as not having an educational background gave me more of an insight as to what is expected of a teacher. The teacher agreed with the feedback and I am confident she will put this to use and become even more of an asset to the school.
- The classteacher led a very successful lesson on equivalent fractions and the children were engaged and on task at all times. The children were encouraged to use appropriate vocabulary when explaining their work and this was modelled by the teacher also. The lesson had clearly been well planned and was delivered very professionally. My only recommendation is to be aware of the Greater Depth children. The teacher shouldn't be afraid to leave these children to grapple with ideas independently during a lesson as some of the children appeared to find the session quite easy and could have been pushed further.
- The lesson began with a very active video which focussed on the links between money and the different coin values to multiples in the Times Tables with the opportunity for joining in actions. It was followed by a work sheet that required to be completed within a 3 minute time scale. Good discipline in preparing for SATS. A practical part of the lesson focussed on using a variety of "Silver and Bronze" coins to add up to a specific coin value i.e. 20p and 50p. Even drawing attention to writing "p" the wrong way round i.e. "q" and stressing that it applied to every lesson not just maths.
- This was a very well planned and delivered lesson by the teacher. The children were ready to learn and well behaved throughout the lesson. It was a pleasure to see how hard all the children tried their very best. I could not tick all the elements of the children's learning as this was a new lesson at the beginning of the week. I am sure that by the end of the week these would have been covered.
- It was really impressive to see how the entire teaching group were managed teaching the varied abilities of the children without making it at all obvious that there was differing abilities being taught. There was evidence of challenge for all.
- Good use of repeating other theories, when one student identified $5+5$ as a way to make 10 the teacher replied with "correct, that is our double isn't it" using the task at hand to re-enforce a separate one.
- Additional challenge of moving to taking number away was introduced for the group that were finding the addition easier to complete.
- Overall there were some really good elements of the lesson. Strong links were made throughout to other learning both in English and to other subjects including phonics and geography. Modelling was clear and allowed plenty of discussion with the children to reemphasise prior learning. There was also good use of the word bank.

- Lesson seemed to be focussed on practising previously learnt skills around sentence formation rather than building any new skills which is to be expected with children working at below age related expectations who will need to practise skills over and over. Any new knowledge was specific to penguin habitat which feeds into knowledge elements of the geography and science curriculums. Lesson outcome was to create sentences about penguin habitats but I was unsure on whether the lesson objective was to practise elements of sentence writing or to learn about penguin habitats (skills vs. knowledge)?
- Lesson structure got lost a bit due to starting later after assembly overran. This issue increased due to a prolonged time spent on the carpet during modelling which meant that the main task of writing sentences did not go on for long enough.
- It should be commented on that the smoothness with which the groups move about and the way the teaching staff seem to seamlessly link with each other and work together in unison is quite impressive.
- The children were clearly focussed and engaged throughout the lesson and interested in the topic at hand. Even when sat for a long time the children never lost that focus and the different methods of engaging the children such as different techniques rather than putting hands up and use of talk partners, levelling up and other strategies were really good.

Points requiring further discussion at full governors:

- To ensure that finances are available so teachers can obtain resources that enhance the teaching of the lesson. This would apply to all subjects and not just maths.
- The teachers work extremely hard to cover all abilities. Extra support would be beneficial (in an ideal world).
- Curriculum – focussed on skills or knowledge? *I assume both however just a thought I had during observation*
- Targets – what is happening with these – are these working effectively?

Signed _____
(Governor)

Signed _____
(Headteacher)