

# Visit Report

Name: Jenny Horton	Date: Wednesday, May 25 <sup>th</sup> 2016
Purpose of visit: To observe phonics, reading and Purple File interviews in year 1	
Links with the School Development Plan/SEF: (How does the visit relate to a priority in the School Development Plan or SEF?) My visit included aspects of all three key priority areas in our school development plan-	
Outcome 1- Improve the quality of teaching and learning: assessment without levels, mastery and challenge, provision for all groups.	
Outcome 2-Develop speech and Language skills to impact on behaviour for learning and outcomes- Kagan, Communication Friendly schools, Debating.	
Outcome 3- Further develop the curriculum, including SMSC, to motivate, engage and raise standard: application of basic skills, high quality presentation, health and wellbeing, Pupil Voice.	
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 lasted the duration of the morning. I observed Mrs Drinkall's phonic group, which comprised the majority of the class. 1. The session started with the children responding with sound and actions to phonics cards displayed by Mrs Drinkall- all the children were enthusiastically engaged. This was a speedy, quick response session. 2. Then, they moved on to the sound they were focussing on that week, which was ey, but sounds related to this ee, e-e, ea were later written on the board, and, the children worked in pairs to exchange words which included each of these sounds. These were then shared with the group as a whole. I thought this was an impressive display of both knowledge and application from these young children. I'm sure far more than I could have demonstrated at their age! 3. The children, who were sitting in rows, then had to write a sentence containing the word 'donkey'. But, the front row had to put the word at the end of their sentence, the back row at the beginning and the middle in the middle. They were also told to include the conjunction 'and' in their sentence. The children set to work on their whiteboards, and, within a short time were asked to read their sentence to themselves to ensure it made sense. They were asked to use pointy fingers to do this, so that Mrs Drinkall could be sure they were reading each word. She then encouraged the children saying, 'I can see someone changing their sentence because they've found a mistake.' The sentences were then read out individually by Mrs Drinkall, and, children were encouraged to identify any errors of tense, grammar etc This was done in a spirit of mutual support and shared learning. Children whose sentences were correct, had the word 'donkey' in the right place, included 'and', full stop and capital letter were awarded a team point. All this was done with pace, and boards, wipes, pens were put away with speed but, no fuss and children resumed their places on the carpet to be joined by the others who'd been working in small groups. The children then read key words from cards- some reading them outright while others blended them.  Throughout this whole activity, Mrs Drinkall's voice was enthusiastic and encouraging, with all children being challenged to give of their best in an atmosphere of warmth and safety.  4. The class then moved into guided reading activities. I was with the individual readers, who'd been told to read their books and then record the title and the names of the main characters in their reading logs. All of the children settled to this task calmly and	

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purposefully. Some of the independent readers finished their task, and went on to choose another book to read.

All the of above demonstrated aspects of outcomes 1,2, and 3.

5. I then observed Mrs Drinkall conduct two Purple file interviews.

This involves the children assessing how much progress they have made in Reading/ Writing and Mathematics- Green, Yellow or Red. Then, Mrs Drinkall shared her assessment with reasons why. After each subject, next steps/ targets were then shared with the children.

It was inspiring to be part of the conversation and see how engaged the children were in the process of their learning, not something done to them, rather they are active participants-

'I think it's because I'm nearly six, I can remember my targets in my head'.

The same structure applies to the Attitude section of the form covering- Attendance, Punctuality, Behaviour,- children very aware and honest about how many yellow cards they may have had, and what they had done to ensure they didn't receive any more-Effort and Uniform- again, the children were enthusiastic participants citing evidence for their assessments. Very powerfully, the child has to sign at the bottom of each section- real accountability.

The children will then discuss their folders and their assessments with their parents after the holiday. I think this must inculcate a sense of ownership accountability and responsibility.

All the while Mrs Drinkall is encouraging, advising , praising the children, and 'coaching' re improvements needed. Evidently, a very warm, trusting relationship has been built up with each individual pupil.

Again, this formal experience whereby each child gets to spend 20 minutes with their class teacher reviewing progress over the last half term and setting targets for the next, has aspects of outcomes 1.2 and 3 in its concept and practice.

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)

Recommending that other governors, if possible, share this process with their class, as it is such a strong confirmation of the quality of teaching and learning at our school at every level.

Action following governing body meeting:

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

Continuing to fund cover in order for this to continue is a priority in my opinion.