

Reporting a Governor visit to Kea School

Name Tracy Baker	Date 15 th March 2018
Purpose of visit To meet with Clare Green and discuss how the KS2 Curriculum is enriched, with specific reference to the Pendennis Trip.	
Links with the School Development Plan <ul style="list-style-type: none">• To increase Governor awareness of the school curriculum.• To understand how Kea School plans to make the curriculum accessible and enjoyable for children.• To listen to and understand a key member of staff.	
Governor Observations and Comments <p>Clare spoke enthusiastically and knowledgeably about the integration of this trip into the KS2 curriculum.</p> <p>Underpinning the planning of this unit of work is the way in which Kea uses teacher specialisms to great advantage. Clare has had oversight of the History curriculum and the whole school topic upon which this is based is 'Tudors and Stuarts'. At primary level this Four Year Rolling Programme of the curriculum and use of associated specialisms is quite unusual, Clare referred to it as their 'leap of faith' and I believe it results in a higher quality of education provision for our children.</p> <p>To plan the topic, a staff meeting was held to brainstorm enrichment ideas for Tudors and Stuarts:</p> <ol style="list-style-type: none">1. Entry Point Day – the Big Dig This used vertical groupings over a carousel of activities for Years 3-6. Children worked together to excavate artefacts in the school grounds and cook Tudor food amongst other classroom-based activities to provide an active introduction to the topic.2. Educational visit to Pendennis Castle to generate first hand material for the curriculum which is then used in the following weeks by all classes.3. Exit Point activity – for this unit it is likely to consist of the different year groups visiting each other's classrooms and presenting their findings, which encourages co-learning between year groups. In addition, there will be the 'Great Fire of London'! <p>The learning objective of the trip to Pendennis was specifically to focus upon chronology, but this generated further significant learning opportunities. Year 3 have written stories set at Pendennis Castle, enabling them to demonstrate an understanding of how Tudors lived, integrating new literacy skills of paragraphing and the use of subheadings and also giving them the opportunity of researching to produce non-chronological texts, which are evident in a wall display. The students have also produced excellent portraits of themselves in Tudor style, as a part of their Art curriculum which required an understanding of proportion, depth and Tudor clothing. The children then made frames for their portraits and the resulting display material is impressive!</p>	

Year 3 are going on to study the diary of Samuel Pepys as part of the Stuarts section and they will write their own alternatives of his diary. They have made Tudor buildings as a homework activity and the grand finale Exit Point activity will be The Great Fire of London using these creations in the playground. This will take place under the expert supervision of Ben Goddard – a parent, fireman and the provider of a large fan unit, should the wind fail to do the necessary on the day

Summary

The planning of this unit has the motivation of children at its heart. Children have been learning through experience, role play and workshops. This makes them want to work, it gives their writing purpose and reinforces their understanding of chronology. The children give the staff positive feedback about these experiences, and we know that they are generating memories for the future.

The teaching staff work as a team to plan and carry out the topic. They visited Pendennis Castle in the half term holiday to take photos and prepare the worksheets. This enthusiasm and commitment has paid off in a worthwhile unit of work with high quality learning outcomes for the pupils.

Any issues for the governing body

As a result of this visit I have a much better understanding of how this area of the curriculum fits into the Four Year Rolling Programme, and the way in which our staff plan the units and the enrichment of the curriculum. I would recommend that further visits take place, possibly focusing upon key points in our School Development Plan so that we are able to understand and monitor progress towards the objectives.