

## Reporting a Governor Visit to Kea School

<b>Name:</b> Clara White	<b>Date:</b> 14 <sup>th</sup> October 2020
<b>Purpose of visit</b> Literacy overview meeting with the Literacy Lead, Mrs. Rebecca Olive	
<b>Links with the School Improvement Plan/20 Questions</b> Raising standards throughout the school: Literacy	
<b>Governor Observations and Comments</b> The Literacy aspects of the School Development Plan were discussed in detail. Key points: <ol style="list-style-type: none"><li>1. Writing<ul style="list-style-type: none"><li>• intervention for those who were on track prior to lockdown has begun, with intervention based on TA support in classrooms. Mrs. Olive will be regularly monitoring these groups through observation (within the current Covid guidelines) and monitoring data. She will meet with teachers each half term in order to identify what's working so that good practice can be shared across the team.</li><li>• There will also be intervention for pupils working towards 'greater depth' where needed – monitoring as above.</li><li>• Samples of pupils' writing will be shared in a staff meeting to facilitate moderation, supporting consistency in marking across the school.</li></ul></li><li>2. Handwriting<ul style="list-style-type: none"><li>• last year joined up writing was introduced in Year 1 (disrupted by lockdown). The overview of the Penpals handwriting scheme has been used to inform planning, with teachers creating their own resources. Handwriting is being taught explicitly and daily in each class. There is also an emphasis on the quality of handwriting in <u>all</u> written work (not just in literacy/handwriting books). The importance of repetition of high standards was discussed. Mrs. Olive and Miss Reeve have conducted an audit of handwriting across the school. The impact of lockdown was discussed, with the handwriting of groups who were able to return to school in the second half of the summer term being noticeably better than their peers (including children from the next year group). It was noted that this demonstrates that real progress can be made in the classroom in a relatively short time. Miss Reeve would be presenting findings and next steps at a staff meeting (14/10/2020). Pupils will also be evaluating their own handwriting half termly.</li></ul></li><li>3. Spelling<ul style="list-style-type: none"><li>• previously spelling has been good at Key Stage 1 but less so at Key Stage 2, reflecting the rigorous nature of Read, Write, Inc at Key Stage 1, with the consistent approach having a positive impact. Mrs. Olive identified the need to change the Key Stage 2 spelling scheme. Colleagues trialled samples of different schemes in order to evaluate. The Nelson spelling scheme has been selected, which links to the speed sounds well and enables a whole class to focus on the same sound but with differentiated tasks. Intervention is planned for pupils who need it (again, linking to the effect of lockdown).</li></ul></li></ol>	

#### 4. Reading

- The Ofsted 'deep dive' into reading was discussed, in terms of good practice highlighted and areas to develop further.
- Previously the books for 'free readers' to choose from weren't levelled. Levelling these books was begun in the summer term, in order to enable pupils to be carefully matched to appropriate texts. Previously there was an emphasis on choosing a 'challenging' text but now it will be on choosing something they can read fluently. Miss Reeve is making sure that all books in Key Stage 2 are levelled and that children are matched to ability. Teachers will be providing feedback regarding any gaps (level/genres) to enable additional books to be purchased (Oxford University Press as already levelled).
- Reading aloud to children daily – the need for teachers to stay in their own rooms due to current Covid guidance has made it logistically easier for this to happen at Key Stage 2.
- Promoting reading in school – writer in school last year; will happen again this year (possibly using technology, depending on Covid guidance at that time). Posters to promote reading to be displayed. Teachers as readers discussed.
- LTE (Let's Think in English) discussed – an oracy-based programme which stimulates deeper thinking through open questioning. Lessons are based around a short stimulus (sometimes visual) to enable pupils to explore the meaning behind the text. Resources are online. It is less teacher-led and uses lots of questions. A metacognitive approach. Build confidence in pupils as there is no 'right' or 'wrong' answer; they learn to explain their own ideas and to challenge each other. It is recommended to be used once per fortnight. Mrs. Olive will run a training session on this as a refresher for colleagues and to introduce it to new staff.

#### 5. Poetry

- A longer-term focus will be poetry (language-rich and can be an accessible writing form for reluctant writers).

#### 6. Role of Literacy Governor

- Ways in which the Literacy Governor might support Mrs. Olive were discussed: support with monitoring (via books/Learning Walks - if/when Covid guidelines allow); pupil conferencing (with a focus on reading – possibly via Teams); monitoring the impact of intervention groups by looking at a selection of work; attending the online writing moderation.

#### 7. Role of Miss Reeve

Because Mrs. Olive is now part-time, Miss Reeve will also be supporting developing literacy across the school. The specific aspects she's currently taking responsibility for have been mentioned above.

### **Behaviour**

N/A

### **Safeguarding**

The meeting was conducted securely and confidentially via Teams.

'The potential impact of the lockdown period on the wellbeing and progress of pupils is at the forefront of the literacy interventions in place.'

**Any Issues for the Governing Body**

Mrs. Olive's expertise in the teaching of literacy is very clear. Her drive and enthusiasm to continue to develop good practice in this area across the school is very apparent. This enthusiasm is matched by a systematic approach to monitoring the pupils' progress, with a view to adapting interventions when necessary as well as sharing good practice.

It was great to hear that Miss Reeve will be working alongside Mrs. Olive and taking responsibility for aspects of Literacy this year. This is a lovely developmental opportunity for her at this stage in her career.