

Reporting a Governor visit to Kea School

Name: Clara White	Date: 24 th February 2021
Purpose of visit: Discussion with Mrs. Olive regarding Literacy.	
Links with the School Improvement Plan / 20 Questions	
School Improvement Plan – Raising Standards throughout the school: Literacy	
Governor Observations and Comments	
Key points discussed:	
1. Intervention	
<ul style="list-style-type: none">• A clear intervention programme has been established across the school in four different areas of literacy: fine motor skills/handwriting; reading (including phonics); spelling; writing.• Each class has a 'Catch up Tracker' clearly identifying the intent (target) and implementation (action) for individual pupils. The impact (outcome) is regularly reviewed (October 2020, December 2020; Feb 2021 delayed due to second lockdown).• This includes children who were 'Greater Depth' Feb 2020 and no longer on track for greater depth Dec 2020.• The structure in place means intervention will be able to continue when pupils return on 8th March, 2021. The groups will also be adapted based on pupils' progress at that time.• The delayed February 2021 impact review will take place before Easter. Pupils will have time to settle in first.	
2. Promoting Reading for Pleasure	
<ul style="list-style-type: none">• Teachers' book recommendations have been set up.• Some classes are still having a class reader each week, despite lockdown, to further promote reading for pleasure.• Access to Oxford Owl e-books has been provided.• During this second lockdown, books have been made available via reception (which has been used regularly throughout the lockdown period).• More OUP books have been purchased to update banded boxes in the classrooms.• World Book Day – planning with Miss Reeve; delaying to Weds 10th March so pupils will be back at school. A big celebration is planned. KSF have funded a virtual author visit (Sarah Oliver) - videos for Foundation up to Y6 - a reading with a follow-up workshop; worksheets. A personalised video for the school. Links to engaging boys/reluctant readers.• 200 million minutes – worldwide project (will do 10th-31st March). Pupils write down how many minutes they've read; all get added together; inputted on website to contribute to a global goal of 200 million minutes. Prize for the class that reads the most minutes (one per KS).	
3. Writing	
<ul style="list-style-type: none">• The data from the October Report was discussed. The differences between 'reading' and 'writing' at KS2 was discussed; the role of choosing media that engages boys, whilst maintaining balance with materials that engage girls was discussed. The significance of offering a breadth of material and stimulus was discussed.• At KS1, writing data seems more similar to reading, which may reflect pupils making progress with their writing during the first lockdown but forgetting some of the phonics sounds needed for progress as readers (during this lockdown, pupils have been encouraged to access Ruth Miskin videos via YouTube to support their phonics).• Some writing assessment moderation conducted, exploring the projection aspect of tracking• Further whole-school writing moderation is planned.	

Behaviour

Pupils engagement during lockdown was discussed (see below).

Safeguarding

The meeting was conducted securely and confidentially via Teams.

How pupils on the catch-up lists are being monitored and supported during lockdown was discussed. The online platform has enabled swift monitoring of pupils' work via the work uploaded to 'Assignments' and enabled teachers to provide useful and immediate feedback. Pupils' engagement has been monitored via attendance and participation in the live Teams sessions; the number of assignments completed; the quality of the assignments completed. Where pupils have not attended live sessions or engagement seems low, parents have been phoned regularly and, where relevant, pupils have been invited to attend school. Many pupils on the catch-up lists are now attending school in person.

Equality of access: the teachers' book recommendations have been paused during lockdown.

Any issues for the governing body

Again, Mrs. Olive's commitment, drive and expertise was evident throughout our conversation. It is very clear that the wellbeing of the pupils is at the heart of her literacy leadership. It was also very clear that, under her leadership, literacy intervention is poised, ready to continue as soon as the pupils return.

Miss Reeve's continued work alongside Mrs. Olive is an excellent developmental opportunity for her and her contributions are very valuable.

Mrs. Olive welcomes governor input and support. I am looking forward to being able to support literacy on-site when the Covid-19 guidance allows it.

When visiting link classes, other governors may also like to see some of the literacy work.