

**KEA School**  
**GOVERNOR VISIT REPORT FORM**



**Governor name: Clara White**

**Date of visit: 11<sup>th</sup> May 2023**

**Focus of visit and name of lead staff member:**

*Visit focused on:*

- *Meeting with Abbie Reeve (AR) regarding Literacy.*

**Summary of activities:**

***Read Write Inc***

- *New RWInc scheme has been introduced.*
- *Kim Lawrence has led training for teachers & TAs; she is monitoring with a focus on the need for a consistent approach (particularly where classes are shared by two teachers) and providing targeted training as required.*
- *Adaptation regarding books sent home (in response to new guidance regarding pupils reading sounds they know) - book bag books now include a book directly linked to RWInc to consolidate the sounds being learnt in lessons at that point (both fiction and non-fiction books) as well as copy of the book the pupil is currently reading in school (after three reads in school). Parental feedback suggests they are seeing greater fluency in children's reading.*
- *RWInc training for all staff (including Key Stage 2 staff) is scheduled for September 2023.*

***Reading Assessment and Progress***

- *RWInc – colour bands for books now link with Key Stage 2 to enable clear progress.*
- *All pupils complete a STAR reader assessment each half term – data generated includes the appropriate range (colour band) for each child. It can help identify pupils who may read aloud well but not understand well what they're reading. Teachers feel this is generally accurate; teacher judgement also important – teachers listening to children reading aloud.*
- *RWInc: new assessments – rigorous; fluency and accuracy of sounds are assessed.*
- *Reading VIPERS is introduced when pupils finish RWInc, which supports pupils' written comprehension.*
- *RWInc Fresh Start – a Key Stage 2 intervention to fill the gaps for those still on RWInc at the end of Y2.*

***Reading for Pleasure***

- *Books from previous schemes have been loosely banded as books for pleasure, with stickers to indicate this. Pupils can take these home to explore with parents.*
- *All classes have library slots.*

- *Reading challenge (certificates given).*
- *Shared reading – classes have been paired (Y6 & Y3; Y5 & Y2; Y4 & Y1) - once every four weeks the older class visits the younger class for shared reading, providing the younger pupils with reading role models.*
- *In response to pupil conferencing: Book Clubs are being established; use of book corners is being given a renewed focus and links to free audio books/websites are to be provided.*
- *Intention to implement sharing assemblies for pupils to share recommended reads.*

### **Writing**

- *AR has been working with Michael Barritt (Deputy Head) to create a new assessment system for writing. Underpinned by the DfE's assessment criteria for Y2 and Y6, the new system has clear criteria for teachers to use when assessing each year group.*

### **Spelling**

- *There is a focus on particular spelling words for specific year groups.*

### **Safeguarding:**

- *Pupil conferencing completed by AR demonstrates pupils feel safe to voice their opinions.*

### **What have I learned as a result of my visit and how will I feed this back to the governing body?**

- *Work by the Literacy Leads clearly aligns with the priorities and actions indicated in the School Improvement Plan.*
- *Previously discussed occasional anomalies in the assessment of writing should be addressed by the new assessment system being implemented.*
- *The school have invested in new books for RWInc/book bag books – where books are not returned, letters will be sent home regarding the cost of replacing them.*

### **Discussion points for the governing body:**

- *It is clear a lot of work has been done, in line with School Improvement Plan priorities; it will be useful to consider the impact of changes made. This is something for us to consider when looking at data (particularly regarding writing).*

### **Any other comments:**

*An opportunity for the relevant staff member to provide comments on your report.*