

Reporting a Governor visit to Kea School

Name	Date
Rachel Bateman	25 November 2019
Purpose of Visit To meet year 4 and their teacher, Abbie Reeve	
Links with the School Improvement Plan/ 20 Questions Raising standards throughout the school: Literacy How do we listen to and understand our pupils, parents and staff?	
Governor Observations and Comments <p>I was introduced to the class by the teacher and received a warm welcome. I arrived at the classroom at 9am and the TAs were preparing for the day ahead and assisting the children to get ready for learning, whilst Miss Reeve took the register.</p> <p>Miss Reeve has a great handle on the class: all children were obedient, quiet and want to please with their ability to answer questions; even quieter more shy children seemed happy to contribute with a little encouragement. All children's eyes must be on the teacher before the class continues and this happens quickly and with minimum fuss.</p> <p>As it was the beginning of the week, new jobs were allocated to children (volunteers were requested and chosen) and this happened very quickly and all children chosen got on with their jobs (such as handing out books, etc). They took real pride in doing these tasks.</p> <p>Miss Reeve gave clear direction and explanation of what the children were required to do, and any questions were welcomed. Miss Reeve put some gentle music on in the class in order to focus the class and she reconfirmed what the task was for the day. The few remaining children that were roaming around to sharpen pencils and get certain books were encouraged to go back to their seats.</p> <p>I saw a good use of incentives such as moving up the chart to reward focus and a marble put in the jar for class participation.</p> <p>Children were encouraged to edit and check their own work; I was extremely impressed by this as it is a task I struggle with myself! Any mistakes were "juicy mistakes" and the group were encouraged to share to learn from each other. The music seemed to maintain the level of calm in the class; there was minimal chat from the class, but the music seemed to keep the chat low.</p> <p>The children were also introduced to the next lot of spellings and were asked if there were any new words that they didn't understand. A great example was when a child asked what the word "election" meant, and the class were asked if they knew what it meant. There was a reply that an election is "where you can choose someone". A few times, the children said they didn't understand a work, but they just needed to hear it pronounced correctly and then understood the work for themselves. All children felt confident to contribute and say if they didn't know a</p>	

word or understand. On the few occasions when it was necessary, children maintained focus after being reminded.

During a workbook exercise, some children were put onto a separate table for group discussions and the rest of the class worked by themselves and maintained focus. The small group worked with the teacher and the others were assisted by the TAs who went around the class talking to the children and ensuring they understood the task. Lots of encouragement was given on a number of occasions and lots of teacher praise.

When they completed their tasks, the children were asked what they were most proud of with their work which was a nice touch.

The children had done a piece of work about Sikhism, the week before and were asked to edit it and in particular make use of the toolkit to help them. All children understood the toolkit and how to use it. The teacher confirmed what was expected of them i.e. Miss Reeve wanted them to check 5 spellings, etc. Miss Reeve discussed what Mrs Bray had told her about the work they had done on Friday, which highlighted how much the teachers clearly converse on a day to day basis and the synergy between them. The pupils were encouraged to use purple pen to edit so it could clearly be seen where they had corrected their work.

Prior to editing, Miss Reeve did some "brainstorming" on the board on what points the children could check in their work. There was great participation from the children and the more shy children were gently encouraged but it didn't feel to me as if anyone was put on the spot or made to feel uncomfortable. The children were given a few minutes to chat the task through in small groups before being brought back into the entire class participation and being asked questions.

Whilst editing, Miss Reeve put the music back on and the children made use of the dictionaries, thesauruses, purple pen use with options to "up level" the paragraphs.

Children were expected to move themselves down the chart if they were not doing what they were supposed to be doing, although this only occurred once.

There were some fantastic wall charts that the children used as aide memoires, in particular to explain the different homophones and to know the difference between certain words, such as "they're", "their" and "there" and children would put more up on the wall when they came across new ones onto the "Homophones Wall". The children were expected to know (and did know) the difference between the dictionary and thesaurus.

Throughout the lesson the class remained calm with minimal unnecessary conversation happening. Children were able to take themselves to the toilet with the class pass which meant that only one girl and one boy could go at any one time.

The teacher went around the class talking to all the pupils and congratulating their work and using their work as examples to the class. It was clear that the children understood the task and were keen to please and show off their work. The children were given clear aims and objectives and were reminded to tick items off in their toolkit.

Good posture was also encouraged by the teacher at intervals. The children continued to finish their task after the bell had gone for break and did this of their own accord but did make sure they went for a break shortly after. The children were encouraged to work independently and demonstrated a teaching hybrid- the lesson was on literacy, but the topic was Sikhism.

A really lovely class who clearly enjoy learning and respond well to their teacher and TAs. I was also impressed with the cohesive relationship that clearly exists between Miss Reeve and Mrs Bray as they obviously talk and discuss lessons on a regular basis.

Behaviour

Impeccable. The class were welcoming to me and very respectful to the teacher and were ready and willing to learn. Classroom chat was a minimum unless encouraged and I think the background music helped to maintain the focus of the children. The teaching staff should be very proud.

Safeguarding.

The children were happy to put their hands up and give an answer and were confident to do so. The children seem relaxed and all children were engaged in the topic.

Any issues for the governing body

None.