

Governor Monitoring Visit Summary Report 2, February 2018

Learning walk – SIP Priority 2

Name	Governors Monitoring Report Summary
Date of Visit	26/2/18 – 9 th March
Focus of Visit	To monitor progress against SIP Priority 2: To further develop the curriculum and assessment processes to enable a greater depth of learning: <ul style="list-style-type: none"> ● An effective curriculum is being implemented and delivered across the school which enables a greater depth of understanding & application ● Staff are confident in providing learning which enables a greater depth
Class/classes/activities visited	All (see individual reports for specific detail)
Summary of activities	Looking at planning; observing a 'normal' lesson; talking to pupils

Planning:	
<p>Does the planning plan for children working within the different domains (Basic/Advancing/Deep)?</p> <p>Are questions planned in advance?</p>	<p>All classes visited showed good examples of planning to enable delivery to children operating in different domains. Teaching styles used a variety of techniques to challenge all children. These included splitting the class into different ability groupings and using children that were exhibiting a deeper understanding to help children who were finding topics more difficult.</p> <p>One comment about a teacher that was not as confident in planning lessons according to the Basic/Advancing/Deep principles.</p>
Lesson observation:	
<p>Are activities carefully crafted to match the domain (Basic/Advancing/Deep)?</p> <p>Do teachers ask questions that are open-ended or probe thinking further?</p> <p>Are children asking questions?</p> <p>When teaching is the approach more of a coaching/mentoring style than imparting of knowledge?</p> <p>What's the ratio of adult:child talk? (should be more children than teacher!)</p>	<p>Evidence seen of organising lessons well for different domains:-</p> <ul style="list-style-type: none"> ● Splitting of different levels and using different techniques to teach the different levels. Basic use of more teacher interaction, advancing and deep more providing input and leaving the children to work more independently. ● Good examples of teachers coaching and using single, paired and group tasks, good use of open questions to lead the children both teachers and pupils willing to challenge answers from children to aid learning and lead to debate. ● Children sent to work individual, in pairs and in groups with a challenge. Challenge was differentiated dependant on group levels ● Activities designed so that children of all levels

Is there an element of challenge/grapple for ALL children?

are able to complete at the same time and set individual challenges.

- Majority of sessions were run with questions being asked rather than answers being provided.
- Random selection of pupils to answer question acceptance of incorrect answers and worked to resolve
- Ratio of Children:Adult talk ranged from 50:50 to 1:6 acceptable for activities.
- Challenge and Grapple apparent in many classes.
- Opportunity for working at different levels with evidence of the children leading the direction of teaching for other children with good coaching.

Opportunities to Improve the learning experience in different domains.

- Example where children were finding a task difficult, alternative approaches were suggested that were not always followed, group became a little disruptive and were waiting for input from teachers for help rather than asking for help
- Accepting answers from children at face value no real evidence of different level teaching and opportunity missed for debate, lesson planning showed use of the levels but the classroom teaching did not reflect this.
- One comment on a lesson plan where the strength of differentiating Basic / Advanced and Deep could have been improved.

TALK TO THE CHILDREN:

What can they tell you about the learning pit?

All pupils aware of the learning pit and a good degree of honesty as to their own position within the pit.

How do they know how they are getting on in school?

Positive comments:

What do green/orange marks mean in their books – is orange a ‘bad’ thing? Can they show you a piece of work they are especially proud of?

- The learning pit has removed some of the competition around being better than their peers and
- If a topic is difficult it is viewed as sliding down the pit again but not a problem I just need to climb back up.
- All children were seen to be proud of their achievements regardless of the level they were working at.

All children aware of the meaning of orange and green and that orange was a good but requires improvement

	comment. This seemed to work better than right or wrong as a response
<p><u>In summary:</u></p> <p>Was an effective curriculum being implemented and delivered which enabled a greater depth of understanding & application?</p> <p>Were staff confident in providing learning which enables a greater depth?</p>	<p>In the vast majority of reports an effective curriculum was being delivered to enable greater depth of understanding and the majority of teachers were confident in providing learning that enabled a greater depth of understanding. See overall comments for further details.</p>
<p>Overall Comments and Recommendations:</p> <p>Positive Areas</p> <ol style="list-style-type: none"> 1. Well structured, effective multi-level educational experience for the children 2. Teachers knew all the pupils well and were able to adapt the learning experience. 3. Lots of evidence of the use of coaching / questioning styles by teachers 4. Effective lesson plans and delivery of content. 5. Children led and supported learning in place. 6. Lessons were fun and engaging for the children. 7. Children were well behaved. <p>Improvements</p> <ol style="list-style-type: none"> 1. Work with teachers that are less confident in planning to B/A/D to ensure that all lessons are planned to take into account the different levels 2. Questions are asked by teachers to explore the answers that children give in open discussions to ensure meeting the B/A/D plan that had taken place. 	
<p>Points requiring further discussion at full governors:</p> <p>No significant points – see Overall comments.</p>	

Signed _____
(Governor)

Signed _____
(Headteacher)