

Governor Learning Walk Feb 2023

A group of governors visited school to see afternoon lessons and liturgical prayer.

Links with SDP:

Review of Behaviour Policy

CSED (RE/Catholic Life etc): to increase opportunities for both child and adult-led worship across school

EYFS: increase the % of children achieving at least the expected standard in EYFSP

EYFS: targeted support in Phonics, Writing and Maths through school-led intervention and through national tutoring

What did we do?

We visited most classes and saw others in singing and in liturgical prayer. At the end of the school day we observed home time routines.

Nursery: the teacher was reading Little Red Riding Hood to the group, using props and using questions to extend the children's understanding of the language used in the story.

Reception: the children, led by the TA, were sharing a good friendships recipe as part of PSHE/RE.

Yr 1: the children were singing with Mr Miller.

Yr2: the children, led by the teacher, were exploring different emotions through the use of colour terms. This was part of the Zones of Regulation work, which all staff have been trained in.

Yr 3: were making models in Design Technology using principles of pneumatics, which was one of their words of the week. In their work, they had used the process of plan, do, review.

Yr 4: were doing computing work, editing photos. This was part of a new scheme for this year.

Yr 5: were using a text and art to explore the idea of memories and objects with significant meaning. This was part of the Ten Ten RE programme and would link in with Lent and Easter. Year 5 were also singing in the hall.

Yr 6: were singing in the hall then returned to class to start planning and writing an extended discursive piece on the impact of the development of weapons and tactics on historical outcomes.



As we went around the different classes we also saw the new quiet space which has been developed to support individual children and small groups with SEMH needs.

We joined the children and staff in the hall for liturgical prayer, led by Miss Justice, Deputy Head and RE lead. The theme was 'Being Kind' and was part of the Ten Ten programme which is used for weekly prayer.

What did we learn?

We noticed that classes had their words of the week on display. Teaching Assistants were supporting different children with their learning and with their emotional needs. SEMH needs have increased post-pandemic. In Year 3 we could clearly see the different stages of the design process.

Positive comments

We could see that behaviour for learning in the hall and in class was excellent. Transitions between activities were calm and smooth. The children enjoyed singing and took part enthusiastically. The children were attentive and reflective in liturgical prayer and were keen to take part in the questions and answers. Children were confident when talking to governors and could explain what they were doing and why. There were frequent examples of very skilful use of questions and of teachers and TAs using very positive and calm approaches with the children. Activities were interesting and the children responded well. Home time routines were well organised and very safety-conscious.

