



Governor Visit Report



Name of Governor	Date of visit
Rachel Laybourne	6/3/2017
Focus of visit	Activity / Format (Meeting, Classroom Visit, Learning Walk)
EEF – Early Years Toolkit	Observation of activities and interventions

Preparation (Did anything take place before the visit? e.g. staff presentation at Full Governing Body Meeting, meeting with Headteacher or Subject Leader, questionnaire)

On 24th January I attended 'How Well Does Your L&M Stand Up to External Scrutiny' delivered by the Aspire Teaching School. This looked at strategies for providing impact on narrowing the attainment gap and the EEF was discussed as a toolkit for supporting this. Following the training, the Headteacher developed a document which demonstrates the strategies used in school. This was shared with all governors prior to arranging the visit.

Purpose of the visit (What was the reason for the visit? – e.g. to see a new initiative in practice, conduct a safeguarding walk with the caretaker, a learning walk with a subject leader)

To observe the different strands set out by EEF and see the interventions and strategies in action across Foundation stage.

Overview of the visit / summary of activities (Describe what you saw/did during your visit? – e.g. what were the children doing whilst taking part in a new initiative, reviewed specific safeguarding procedures, ensure school is safe and secure)

Early numeracy approaches

Visited Mrs Moses class and observed the maths session where all children as a group took part in number activities, this included recognition of numbers 11 to 20, counting forwards, backwards and counting to 30 and in 10s to 100. This included activities using puppets, music and actions. The activity was made fun through music/actions and all children were visibly enjoying the learning experience. All children were engaged and some were confident to be questioned directly. Observed a small group having a teacher led Numicon session. This system was being used to support children who require targeted activity to better understand numbers 1-10, including ordering, identifying and using 10s to create numbers 11-20.

Early Literacy approaches and Phonics

Observed a small group of children using the Read, Write Inc. Phonics techniques to support them to make greater progress in writing. The session supported children's understanding of the sounds and formation of some letters to enable them to write some 3 letter words.

Communication & Language approaches

Met with Mrs Moses and Mrs Wilson, following their meeting with staff from CIAT. The school is piloting the speech and language toolkit for Screening and Intervention in the Early Years. It was explained to me that the pilot has so far screened 13 children resulting in age related assessment and RAG. I viewed some of the children's assessments and the workbook to understand what the programme entailed and asked questions on how this will be embedded into the timetable going forward. I now understand that children were randomly selected and will work in small groups according to their assessed age twice a week. It is expected that all children will be screened next year alongside the baseline, which will provide earlier identification and interventions being put in place. We also discussed the likelihood of less children receiving support from CIAT and how this programme could support in the future

Physical development approaches & Early Literacy approaches



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Rhythm and Write session – observed small group of 5 children needing additional support with fine motor development and shape formation. The activity included finger exercises using air and sand and practicing shapes with crayons to music. All children took part and were happy and engaged in the activity.

Social and emotional learning strategies, Communication and language approaches

I joined a music interaction activity with a small group of 5 children. The session looked at the 5 rules, which supported with attention, taking turns and following rhymes through song. All children were engaged in the activity and were happy to take turns and share the instruments.

Parental engagement

I joined the class from 8.45am where parents were just leaving the stay and play session. The environment was calm and children were settled on the carpet as other children were being dropped off and were joining the group.

I stayed for an afternoon session and witnessed the interactions at the end of the day as parents/carers came into class and openly spoke with staff as they collected their child.

Self-regulation strategies

During the morning observations, children understood what was expected of them and happily engaged in their activities. Children were very welcoming (as were staff), they questioned who I was and were happy for me to join in and were also willing to ask me for help when needed.

Outcome(s) / Impact on governance (What have you learned? – e.g. better awareness of an initiative that governors agreed to fund, seen information presented by staff in practice, strengthened ability to ask questions to senior leaders)

The sessions have provided me with a greater depth in understanding the activities and strategies used in school. I now appreciate the benefits of small group activities for those children needing a different approach to progress their learning.

The knowledge I've gained will support improved questioning of pupil progress data at Pupil & Standards committee meetings

The day also provided greater visibility of me as a governor and for me to get to know staff and children.

Any other comments

The day was most enjoyable to be part of and reinforced my knowledge of the happy and caring learning environment the school provides for our children.

This form is a record of a Governor visit and provides evidence of the work of the Governing Board. All forms should be shared with relevant staff and the Governing Board and retained on file at the school.