

## **Callands Primary School –Governor Learning Walk – Spring Term A**

Governors conducted a tour (learning walk) of Callands School on Monday 30<sup>th</sup> January 2017. The learning walks are not intended to be formal observations of teaching standards or pupil progress but are aimed to provide governors with an overall impression of how the school is performing ahead of the governing body meetings.

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|-----------|---------------------|--------------------|
| Attendees | Mr Dennis Pickering | Chair of Governors |
|           | Mr Allan Butcher    | Co-Opted Governor  |
|           | Mrs Karen Morris    | Co-Opted Governor  |
|           | Mrs Janine Scott    | Parent Governor    |
|           | Mrs Selina Miller   | Parent Governor    |

During the walk round the Governors visited all classes ranging from the EYFS to Year 4. Years 5 & 6 were not visited on this particular occasion because of the time that was invested in the preceding year groups exceeded the time allocation.

### **EYFS**

During the tour of the school the governors were able to experience the new EYFS building. The governors were very pleased with the progress that had been made by the teaching staff to turn a clinical new build into a vibrant and colourful learning environment in such a short time frame. Governors agreed that this was an amazing start to children's educational journey at Callands.

The theme the GB focussed on was 'The World' strand in line with the objectives on the SIP and both classrooms were full of challenges for all the different aspects of the world. It was great to see that the children were already being made aware of their learning objectives along with the progress that was expected for each activity or challenge. Governors looked through a random sample of the children's work books and observed that regular marking with appropriate feedback (tickled pink & green for growth) was already being applied to this year group.

The governors observed that the children were given activities that were appropriate for their individual learning ability but were also encouraged to work in small groups to ensure that no child felt excluded from any activity. During the visit the governors observed that the activities currently being undertaken were linked to the Chinese New Year and some children were developing their motor skills by learning how to use chopsticks.

### **Key Stage 1**

Across the year 1 and 2 groups the governors saw examples of how the children were working on their phonics and learning to the basics in order to construct simple written tasks. The children were initially working with the teacher to identify key features within a sentence and then were encouraged to construct their own sentence using the teacher example as a template.

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The governors looked through a random sample of the children's writing books and were able to see the improvements both in presentation and content that a lot of children had made by comparing the current content against work that had been produced earlier in the school year.

The governors also observed that regular marking with appropriate feedback (tickled pink & green for growth) was also being applied to these year groups. Conversations with some of the children highlighted that they are keen to keep the presentation of their work to a high standard.

Governors also noticed that the classroom walls were filled with a huge selection of the children's work along with a variety of visual teaching aids and prompts that aim to produce a very colourful and pleasurable learning environment while reinforcing the children's written and numeracy skills.

### **Key Stage 2**

In Y3 and 4 the children were developing their mathematical skills by solving problems based around the concept of 'time' and were using both analogue and digital formats to make constructive connections across the two formats.

Earlier, the year groups had been working on characterisation as part of their English task. Once again, the governors noted that improvements in handwriting and presentation could be observed since the beginning of the academic year by monitoring the children's work books.

Governors observed that additional and appropriate assistance was being given to those children who needed it and the children appeared to be working well either individually or in small groups.

Governors learned that new strategies had recently been introduced to help assist the children and one such strategy was to teach the children the same thing in four different ways so that they could then choose which method suited them best. This strategy was described as 'create it, picture it, experience it and talk about it'.

Governors also noticed the use of pre-assessment (also in KS1) within the classes for both English and Maths. This means that the children are tested on a subject before studying it which then allows them to identify any areas where they need support and it is great for allowing them to see how far they have developed when they look back.

At the end of the visit, the governors informed the head teacher that they were very satisfied with everything that they had observed. To this end, governors were encouraged that regular marking and work book assessment meant that standards could be maintained and that any shortfalls could be quickly identified and corrected.