

<p>Link Governor Visit <u>27 Nov 2019</u> <u>Hugh Stolliday</u></p> <p>Links to SIP Strand 1 To ensure the quality of work is of a consistently high standard across all subjects Strand 2 To improve writing across the whole school Strand 3 To develop our curriculum to raise aspirations across the whole school, providing challenge</p>	<p>Focus of visit To discuss EYFS issues with Mrs Henzell, DH</p>
<p>What I have learned as a result of my visit?</p> <p>Key Priorities Nursery – physical, social & emotional development, communication and language. Early introduction to phonics, some children already blending. Reception – phonics from day 1, with whole class. This has been successful. Tailoring approach for varying abilities, including finding stretch activities for G&T. Example – using the “gingerbread man” story – reception making story maps and intro to talk for writing. Another key priority is writing across the board. Nursery and reception work on developing skills to help writing further up the school e.g. fine motor.</p> <p>What does success look like? Confident and independent learners. Can write simple sentences (spelling not so important at this stage). Using yellow book bands to read. Phonically appropriate i.e. matching their phonics stage. Good use of reading records from beginning of reception. Engaging parents in reading (e.g. 2 well-attended sessions for parents to talk about reading). Maths observations have been good/outstanding – using NCTEM/White Rose scheme and also using “numberblocks” to engage children.</p> <p>Barriers to learning Speech and language primarily, not just EAL also WB. Children with significant needs are not always given the appropriate LA funding to match their needs and therefore this can have an impact on staffing arrangements. Stretch – more able Some children much advanced with reading, so special emphasis placed on working with them to boost comprehension. Tailoring to individual needs/pace.</p> <p>Assessment Tapestry – recording observations. Important tool to communicate with parents. Other data stored on RM integris, baseline assessment at beginning of reception. Children from nursery already have an assessment at end of summer and SH is confident of teachers's assessments. 3 assessments per year (one per term). NB approx. 50% of children in reception moved up from nursery.</p> <p>Quality of teaching. Always good/outstanding. HT/AHT observe SH, SH observes EYFS staff. Termly basis. Monitored with curriculum focus.</p> <p>Appraisal/targets. Targets generated using SIP – curriculum development target. Some targets generated via self assessment. Focus on Science – EYFS had used Headstart system at first but this was not successful.</p> <p>Sequencing/progress A lot of work especially in Science. The co-ordinator has developed new curriculum plans which include EYFS, eg at the moment studying living things.</p>	