



## Record of Link Governor Visit - UKS2 - 070319

<b>Leader</b> JH	<b>Link Governor</b> JB
<b>Date</b> 7th March 2019	<b>Purpose of Meeting</b> Undertake UKS2 Link Governor class visit with Phase Leader
<b>Activities undertaken</b>	<p>I met with JH to discuss the format and plan for the English lesson for the 2 classes in year 6 that day. That week both classes were looking at subjunctive tense (wish that, etc) and modal verbs (can, would, could, etc). They had read a text on previous days showing a child who was befriended by a group who encouraged them to go away and stay out at night without telling their parent. They then fell out and these new friends reacted badly on her.</p> <p>The lesson went over aspects of the story situation to get the children to recall what they knew, and then they were asked in groups to discuss and then write down what the child's reactions and feelings might have been. Some groups were given more active teacher intervention to get them to express themselves and see that their ideas were listed out for them. These were the PP children and those who could achieve GDS. More help was needed in Churchill class than Chamberlain, and the extra class support was here, due also to reduced staffing being away with year 5 at Outward Bound. The Action Plans for year 6 showed the names of all the children where differentiated learning was needed.</p> <p>I saw that the other groups seemed to be a mix of boys and girls and that this seemed to be engaging the boys to express themselves more and to write more detailed sentences. Some children had cut out ideas given to them to help them progress, which they pasted into their class books. The teachers kept raising questions and ensuring that a cross section of the class gave answers to ensure that all had good participation. A year 5 child was paired with a strong performer to help him enjoy the lesson even though it was at a year older work than he was used to (he had not gone with the rest of his year to OB).</p> <p>Later in the lesson, they were all starting on preparing a more formal letter to the child in the story to describe support and help for her in managing her feelings and emotions after this traumatic scenario she had experienced. This was where they began to form "I suggest that" (etc) phrases were used to</p>

	<p>offer advice and suggest help to make the situation better, etc.</p> <p>In both classes I saw such a lot of complicated planning with a range of resources and differentiated teaching, despite reduced class support, and it was admirable that virtually all the children were engaged and concentrating on their tasks at each point of the lesson. I enjoyed asking them about how they imagined the feelings of another child, even though I had not heard the reading of the original story from earlier in the week.</p> <p>All the children knew that I was due to visit them, and at the same time the HT and EHT were doing a learning walk, just to add a further complication to the thread of teaching for the staff, who coped really well throughout. I understand that the subjunctive tense and modal verbs are a small part of the SATS work they will have to have known by the summer term.</p>
<b>Link to School Development Plan</b>	<p>I saw how the detailed Action Plans for the development of understanding text and writing with expression across the different levels of progress in each class of 30 or so, laid the foundation for the planning and advanced teaching during these lessons.</p> <p>I also used my visit to “know the school” and see good teaching and learning in action, which is part of the Governor Development Plan attached to the School SDP.</p>
<b>Developments Discussed</b>	<p>We discussed the individual progress of groups of the children in both classes and how the subject matter for the writing was chosen to satisfy part of the set SATS agenda.</p>
<b>Whole School Impact</b>	<p>I was seeing the end result of 7 years of guided reading and writing progress with a quite wide vocabulary and grammatical knowledge and a better ability by the children to express themselves both verbally in discussion in class and in groups and also in their own writing.</p>
<b>Actions to develop</b>	<p>Having seen year 5 in their Maths lessons and year 6 in English, then I will try to access some aspects of the wider curriculum in my summer term Link visit (yet to be decided).</p>