

## Governors Learning Walk

Date: 15<sup>th</sup> November 2022

1. Behaviour
2. Children's learning
3. Presentation of work
4. Are the children able to tell you what they are doing?
5. Marking

Start Time: 10:36

Ended: 11:30

CLASS	FOCUS 1 BEHAVIOUR	FOCUS 2 LEARNING	FOCUS 3 PRESENTATION (children's books and lesson)	FOCUS 4 UNDERSTANDING	FOCUS 5 MARKING
RECEPTION EYFS	The children were fully engaged throughout and willing to learn. They demonstrated good listening skills. Teachers and support staff were very supportive with the children.	This was a PE lesson that took place in the hall. The children were working in groups as well as individually to jump inside the hoops.		They showed good understanding. The teacher and TA checked by asking questions throughout	Verbal praise given to the children.
YEAR 1	The children were singing and dancing as part of the warmup exercise. They thoroughly enjoyed it and were able to sit down and focus quickly. Any child that wasn't focused they were reminded of the expectations	An English lesson was taking place in this Year group. Starter activity was a discussion about 'Things you shouldn't do before school'	Good use of displays appropriate for their level. For e.g., Days of the week and months of the year. A Number line was available on each table.	The teacher checked the pupils understanding by asking them what they discussed in their pairs during the starter activity.	Marking feedback displayed on the walls
YEAR 2	Focused, sat quietly with good listening skills. The children had their hands up to answer questions without calling out.	This was an English lesson. Their task was to write a letter. The structure of a letter was displayed on the board to help them. The lesson had good pace	Displays could be seen in the classrooms, sounds on the table to support.		Verbal feedback by the Teaching Assistant. Marking feedback displayed on the walls

<b>CLASS</b>	<b>FOCUS 1 BEHAVIOUR</b>	<b>FOCUS 2 LEARNING</b>	<b>FOCUS 3 PRESENTATION</b> <small>(children's books and classroom)</small>	<b>FOCUS 4 UNDERSTANDING</b>	<b>FOCUS 5 MARKING</b>
YEAR 3	All focused on the task and eager to respond to the teachers questions.	The children were learning about expanded noun phrases and adjectives.	Marking and feedback was evident in their books. Displays could be seen in the classroom.	Children showed enthusiasm and understanding of the task given.	Marking evident in their books. Teacher and TA's comment written in green pen.
YEAR 4	The children were working quietly in groups, focused and on task.	This was a Maths lesson. Children were happy to put up their hands to ask and answer questions.	Pupils work was displayed in the classroom.	The teacher was assessing every table, checking for their understanding. When asked, pupils understood the task and expressed how much they enjoyed the work.	Marking is evident in their books. The children's comment written in pink to show what they learned in the lesson.
YEAR 5	The children were engaged, focused, and working well together to complete the task.	LO: To be able to write my persuasive speech. This was visible on the whiteboard.	In all of the children's books there was a persuasive writing checklist to support there learning.	Most of the class understood what they had to do. Some asked for help and there was a dictionary on every table to further their understanding.	The teacher ensured that the children stayed on task.
YEAR 6	All the children were sat on the floor engaged and on task following instructions.	LO was visible on the board. The lesson focus was on sentence structures e.g., Noun preposition. All children used their mini whiteboard to engage and answer questions which they were confident in answering.	A vocabulary mat was visible in the classroom. Great use of classroom displays relative to each subject. iPads were on every table.	Through question and answer the teacher was able to check their understanding. She was able to correct those children straightaway who hadn't understood the task.	Verbal praise throughout from the teacher.

## **Additional Comments**

As always, the children showed exemplary behaviour. They used a range of visual and kinesthetic resources to support their learning. All classrooms were consistently well organised and marking feedback displayed on walls in all classrooms.

Some lessons were covered by Teaching Assistants, they all showed confidence and demonstrated effective methods in teaching and learning in the same way as the qualified teacher. It was very positive to observe the children showing good behaviour and respect towards the Teaching Assistants in the Teacher's absence.