

Governors Learning Walk

Date: 7th March 2023

Start Time: 10:30

Ended: 11:30

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

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 showed good communication skills.	This was a PE lesson Teachers and TA reminded the pupils what they wanted them to do. Some children needed prompting at times.	Colourful displays showing phonics, alphabet and religious focus on Lent as well.	Some children were struggling to follow the instructions regarding the activity.	Verbal praise given to the children.
YEAR 1	Children were sitting on the floor and engaged in the lesson. The teacher gave instructions which the children were able to follow. All pupils were focused on task and listened to each other.	The lesson focus was Handwriting and Plurals SEN was differentiated and TA was working with a group. Whiteboards were used to aid learning. Repetition for spelling. Good questioning and pace of lesson. Power The children took part in a Point game for phonics.	Good range of displays including writing checklist and vocabulary. Good quality of work on display.	The teacher checked their work for understanding Some children were eager to show their work and what they have learned. They were able to tell me what they were doing and why.	Good Marking feedback displayed on the walls
YEAR 2	On entry some children were sitting on the floor and some were at their desk tidying up. They are focused and engaged in the activity. Children took turns answering questions. The classroom had a calm environment.	The lesson topic was water pollution and they had to create a fact file using a template. SEN children were working with the TA. The teacher modelled expectations of the task.	Childrens work on display.	The children knew what they were doing and could explain why. They could tell me facts about water pollution. The teacher modeled letter formation and size to the pupils	Verbal feedback by the teacher and Teaching Assistant.

CLASS	FOCUS 1 BEHAVIOUR	FOCUS 2 LEARNING	FOCUS 3 PRESENTATION <small>(children's books and classroom)</small>	FOCUS 4 UNDERSTANDING	FOCUS 5 MARKING
YEAR 3	Children working together and were all focused on the task.	The children were learning how to collate and represent data in pictograms. Good questioning used. The teacher working with groups	Classroom displays on vocabulary and facts, children's work displayed also. Childrens books were well presented.	The children were able to explain what they were doing and how. Children and understanding of the task given.	Good marking
YEAR 4	The children were quiet and focused on the task and some were helping each other.	This was a ICT lesson focusing on Animation. SEN child working with a partner. Children were kept on task by the teacher saying, "You should be on your third one now", "Remember to write the year".	Computer shortcuts are displayed on the side of the machine. Wall displays are relevant to the subject.	The teacher and TA were going around checking the children's understanding. It was evident that they had good understanding and what was expected of them in the task. If they needed clarification, they asked the teacher or TA questions.	
YEAR 5	Working together in groups having discussions The children were focused and engaged in the activity. Good atmosphere in the classroom.	English lesson They had to rewrite the poem 'The Listeners' in the point of view of the travellers. Mixed ability There was no teacher present. The TA was teaching and moving around the class responding to their needs.	The classroom is clean, tidy, lots of displays to support the children. Childrens work displayed on the walls. Dictionaries and Thesaurus's were on every table too.	Children understood their task and was able to tell me what was expected of them.	
YEAR 6	All the children sat quietly using their whiteboards and followed instructions. There was great transition from tables to carpets.	The children were keen to share their answers. They used the whiteboard to write down all the words they could remember in Latin. Great teacher interaction and questioning. The children were encouraged.	Relevant textbooks on the table. Books are clean and tidy. Childrens work and key vocabulary are displayed on the wall.	Good questioning and the teacher gave clues. The children were able to explain what they were doing and how.	Verbal praise throughout from the teacher.

Additional Comments

A range of visual and kinesthetic resources were used to support their learning. The children worked well individually and was also able to interact well together when working in groups. As always, the children behaved exceptionally well throughout all year groups.