



## Governor Link Visit Record

Governor Link Area		English – Pupil voice and work samples
Governor/s	Sheila Banks	
Staff	Lisa McCaffrey	
Date	1/7/22	
Year Groups:KS1& 2		
No of children: KS1 6 mixed ability KS2 5 in two groups		
KS1 pupil voice focus: <ol style="list-style-type: none"><li>1. Tell me about the book you have been reading to an adult this week.</li><li>2. Tell me about a story your teacher has been reading to you this week.</li><li>3. What other stories have your class enjoyed listening to this year?</li><li>4. Do you enjoy your phonics lessons? Tell me about how you learn in phonics.</li><li>5. What can you do if there is a word you find hard to read?</li><li>6. Show me a piece of writing you are proud of this year and tell me why.</li></ol>		
KS2: Pupil voice focus: <ol style="list-style-type: none"><li>1. Tell me about the book you have been reading to an adult this week.</li><li>2. Tell me about a story your teacher has been reading to you this week.</li><li>3. What other stories have your class enjoyed listening to this year?</li><li>4. Do you enjoy reading at home? Tell me about the books you like to read for enjoyment.</li><li>5. Do you use the English displays in the classroom to help you in lessons.</li><li>6. Show me a piece of work you are proud of and tell me why.</li><li>7. What can you do if you find English work difficult in class?</li><li>8. Can you remember a time when you found learning difficult in English and what happened after it?</li></ol>		
Commentary All the children participated, answered questions and were keen to show their work. Big improvements in writing were evident in many of KS1 participants. Not all were able to explain why they were proud of the work they showed me but they could remember stories they had read or listened to and which they enjoyed. They enjoy phonics and the reading books linked to their learning. They understood the marking techniques and understand what they have to self correct. They are mainly reliant on staff and mostly saw displays as simply that, rather than resources to help them when in difficulty. KS2 children were all skilled writers and talked enthusiastically about reading for their own pleasure both at school and home and explained why a particular genre was preferred. They are proactive in problem solving, referring to all resources including desk partners when needing help. Some work included creating images from purely written descriptions. While they could explain the process they had undergone they didn't know the teaching/learning terminology for the process.		

Positives/ Strengths:  
Incorporated above

Areas to develop:

KS1 Explain the link between displays and subjects and reinforce the resource element. Consider re-reading books enjoyed earlier in a term simply for pleasure or to compare level of understanding.  
KS2 teach the technical language to allow pupils to explain the skills they used in the learning process.

Questions/ areas for discussion with Leaders:

1. What plans are in place for supporting children who are falling behind?
2. Do parents know how to support their children with early reading and phonics?
3. How are pupils eligible for pupil premium supported?
4. How have interventions impacted on early reading?
5. End of year phonics data – discuss
6. Transition plans
7. Involvement in any partnerships

Commentary:

COVID Recovery and Catch-up funds being used to pay for Academic Mentors and external Tutors and additional resources. These ensure every child behind in reading will have had intervention at least twice weekly until end of term and Year6 pupils will be given additional time on fluency in reading. Info leaflets and support videos on phonics and effective reading have gone to parents. Use of reading rucksacks continue with positive feedback from parents and pupils who will all have had one by end of year. Pupil Premium pupils largely map against bottom 20% of performance so additional support. Latest assessment figures and comparisons with National were shared and considered. Tracking is showing the above is very successful in closing gap and producing significant improvements. Y1 phonics still below national average so interventions will continue into Y2. Benchmarking across Leeds is not yet available but comparisons will be made as soon as it is. Y2 very close to national average. The new phonics scheme showing early signs of improvements which will feed through.

The school's internal assessment was moderated last week and all judgements were agreed and no changes were required. Gains were identified across all years.

The school along with the LEA has run moderation sessions across family of schools on phonics and reading and the English team attend LA Leader Network.

Staff Signature

*Lisa McCaffrey*

Governor Signature

*Sheila Banks*