

## Roberttown CE (vc) J&I School Governor School Visit Record

<b>Name: Liz Bolt</b>		<b>Date: 7.6.22</b>
<b>Purpose of visit:</b> EYFS visit		
<b>Structure/Timetable of the visit:</b> Meet with Jo Clayton  Meet with small group of pupils		
<b>Key Staff to see:</b>		
<b>Position</b>	<b>Name</b>	
Reception teacher	Mrs Clayton	
<b>Key Questions/Issues for Governors to explore:</b>		

## **Governor's Observations/Evaluation**

At the start of my visit, Goodall class were revisiting some learning they had covered on the subject of Pirates, recalling key vocabulary, listening to Mrs Clayton read the message in a bottle that had mysteriously arrived in the classroom, and singing the pirate song they had learned.

As the children moved on to their choice of activities, Mrs Clayton showed me around the indoor classroom and then the outdoor area, both areas are set up to stimulate and extend children's self-directed learning. A lot of work has been carried out in the outdoor area since my last actual visit and despite the vandalism of one of the sheds, which is now being remedied, there are lots of invitations to play, to be active, and to learn about the natural world.

The main focus of my visit was to look at the revised Early Years Foundation Stage (EYFS) and its implementation. Mrs Clayton showed me the Reception Class long term plan for 2021/22 which is arranged through a topic for each half term, with a set of linked books and hooks for learning. This topic framework still leaves space for children's interests to be followed and supported to capitalise on learning opportunities for all children. Pirates is summer 2's topic as a stimulus for boys' literacy, and the children were busy with role play in a pirate's ship, treasure sorting and mask making among other activities.

We looked through some of the knowledge organisers that are being used and shared with families. I feel that a significant amount of work has gone into the long term planning and the production of the knowledge organisers.

Mrs Clayton said that the Little Wandle scheme was supporting children's literacy well and that for children who needed it, support could be organised to help them from falling behind.

She feels that the reforms to the EYFS are understood through the school. There remain impacts for children due to the pandemic; they have had almost half of their young lives affected, and they continue to need support with their personal, social and emotional development together with communication and language support. Some children have not had access to wider gross motor experiences – such as play gyms, or outdoor play – so they are still catching up in this area.

The non-statutory document Development Matters is used to support assessment of the early years pupils and to ensure planning is meeting the individual needs of the children.

The children in Reception do not go into whole school assemblies, they have Candle Time together at the end of the day.

Following my time in the reception class, I had a meeting with an Investors in pupils group

As usual, they were very well prepared with a range of questions. These included, did I want to be a governor when I grew up, what do governors do and do you get paid? We also talked about the children's own aspirations and they are very ambitious with a wide variety of interests.

**My thanks to Mrs Clayton and all the pupils I met with today.**

**Culture observed in the school**

All the children were very engaged in their learning in Goodall class and the investors in pupils children were very polite, thoughtful and interested in our conversation.

**Any Key Issues Arising for the Governing Body:**

The impact of the Covid pandemic will continue to be an issue for these very youngest children and its full effect is not going to be known for some time. We will have to mindful going forward of the support that may be needed to ensure this group are not disadvantaged by this very difficult time.

**Action Following Governing Body Meeting:**

**Signed: :Liz Bolt.....Governor**