Governor Structured Visits to School 6 November 2019

Janet and Trisha went into class during the morning of Wednesday 6 November. Many thanks to Mrs Logan for arranging this and to the staff and children for letting us join them. The aim was for us to see Maths and Reading in practice to complete the picture of reading about them in the DEP and having feedback at governor meetings.

Y2 Maths (Janet)

Miss May was teaching maths. The children were ability-grouped. She was supported by Mrs Gear.

The focus of the lesson was identifying and counting coins and also understanding the use of the signs for more than> and less than<.

Mrs May split the lesson into interactive starter activities where the children worked both individually and also with a partner. The children then went on to work on an exploring exercise making the smallest and largest amounts of money using four coins. Children who completed the tasks were given extended mastery questions.

The lesson had a fast pace. Miss May used a variety of questioning styles and the children were totally engaged. When the lesson ended Mrs Gear took the children outside giving Miss May the opportunity to mark the work. Any child who appeared to have problems was asked to come back inside for further help. I thought this was an excellent idea as any misconceptions were able to be addressed straightaway and help given. I thoroughly enjoyed the lesson.

Y6 Reading (Trisha)

Miss Webster was teaching Reading and was supported by Mrs Cawthorne. The children were seated together, with an outer U and an inner U, rather than in groups round tables. I asked Mrs Logan why different classes had different seating arrangements and she explained it depended on what worked best for different groups of children.

The focus of the lesson was on retrieving information from a text. The story was about someone staying with her friend in a dismal house one Christmas. Miss Webster started by reminding the children what they had done in the previous Reading lesson: they had identified certain words in the text and what they meant. She asked the class what different words meant and several children answered giving their understanding of the words.

Miss Webster then explained that we would be looking at the story to retrieve information. The first thing was to look at the question and to highlight the important words in the question. She asked the children to work in twos or threes to do this and then asked what words they thought were important. Shen then went over what was meant by scanning, something covered in a previous lesson and checked the children's understanding.

She then took them through different styles of questions – asking for two pieces of evidence, true or false, multiple choice. She also introduced Rex Retriever. The children practised the different questions, working in pairs or individually, underlining words. Before each question, Miss Webster explained what it was looking for and when they had finished, she asked different children for answers. While the children were working, she went round the room checking understanding and supporting children.

At the end she explained that the next lesson would be the children thinking up some questions about the story and she asked them to think of questions. The children provided some suggestions and so had an understanding of what they would be doing next in Reading.

The children were engaged throughout the lesson and it wasn't just the same children answering questions.

I really enjoyed it and found it interesting. I now have a much better understanding about how Reading is taught, what questions children might be asked and how they would go about answering them.