

Name of Governor	Andrea Williamson
Date of Visit	29th Feb (follow on from 11th Sept 2023)
Agreed Focus for Visit (linked to SEF, SDP & Key priorities)	Reading and Writing Progress: TWS update
Name of Staff	Stacey Harding
HUGG shared? (if subject area)	Yes - Reading, Writing and Phonics
Next Steps/follow up from previous monitoring Purpose of this meeting was to provide evidence on assessments and monitoring as I had not seen these myself	
Key Area in SDP: Monitoring Findings from this visit - Once the children are secure with phonics the teaching staff start on Benchmarking their reading (year 2 ish). - Benchmarks are done (varies a little by teacher) after the written assessment. For those on lower levels they are assessed potentially more regularly. Majority of children in KS2 only go up one book band per year. - NTS Assessments are used Year 2-5. Tool available that can be used by teachers to moderate scores once assessed. Spreadsheet supplied by NTS where data can be inputted offers the gap analysis and aids with potential areas of future focus should the teachers wish to use it. The teachers do this aided by the marking scheme offered by NTW. - Year 1 it is recommended that you do not do formal written assessments - did buy the Year 1 last year but it was not appropriate for assessment as the children could not read the content and the level of teacher involvement effectively nullified the assessment. - Reading Rocketeers (in Year 2 and for intervention in KS2)- read by teacher to enable focus on comprehension skills (may be a TA). - Reading Explorer (for core readers). 3 different texts to help with levels. Teacher reads and it asks the questions for verbal responses. These are not documented but contribute to the reading logs from the teacher. Ensures they read a broad range of genre also. - Top Class - for top reading groups (roughly 2 out of 5 groups in most year groups). Helps with evidence, development of comprehension. - Reading for top readers - teachers will mark reading logs from parents comments from home in reading log. For low/middle and high rely on interaction between the parents. If there are concerns this is covered at parents evening or would call the parent in. - All children are listened to through guided reading once a week and this is infused in the lessons on a daily basis - Writing - all 4 areas evidenced in English books with a variety of texts and tasks. Looking at High, Medium and Low achievement. The objectives/targets are the same but the content is varied e.g. less questions and not so many vocab or inference questions for lower reading standards. Low readers/writers might have an adult sit with them as required. Lower ones might also have sentence starters to help them. - Library has been revamped. We visited the library and saw the new books. On Mondays there are 2 Year 6 Librarians who, aided by a member of staff, run a library club for EYFS & KS1. Each KS2 class has a session in the library where children can choose whichever book they like and take it home. - We also saw a Year 3 Intervention (tutoring) lesson taking place in the library. - Small libraries are available in every classroom for children to change their reading books	
Actions used to identify findings This was an evidence based visit - asking questions and Stacey then provided the evidence. All actions are detailed above and below	
What outcomes have been identified as a result of my visit - There is a system in place for all reading and writing levels per class. - The school use various aids to help vary the assessments and content of the reading material - The leadership regularly drop into classrooms to monitor that the subject timetables are being followed	

- The new library is up and running. Still more to do to make it more welcoming but the children are already enjoying it

How I witnessed the vision in action during my visit (*'I know there is nothing better for people than to be happy and do good while they live.'* Ecclesiastes 3:12)

I reviewed:

1. a benchmark assessment.
2. NTS Written assessments
3. Bottom 20% Readers report for Autumn term.
4. IEP Child Intervention Log for those on that list. For the others it is on the Bottom 20% report and their reading logs.
5. Reading Rocketeers for catch up for lowest 20%. All done verbally due to comprehension skills.
6. Reading Explorer (for core reading). 3 different texts to help with levels. Teacher reads and it ask the questions for verbal. This then contributes to the reading logs from the teacher. Ensures they read a broad range of genre.
7. Top Class (John Murray) - for top reading groups (roughly 2 out of 5 groups). Helps with evidence, development of comprehension.
8. Reading records High, medium and low (Year 4)
9. English book - one for Low, medium and high writing standards (Year 4).
10. Library revamp
11. English Intervention lesson (Year 3)
12. KS1 Timetables for subjects. Year 1 do more reading comprehension in summer term following 2 terms of phonics focus
13. KS2 Timetable showing daily Guided Reading - this gets monitored by the Leadership with adhoc visits.

Impact of this visit

I am comfortable that I have seen evidence of the policies and procedures put in place by the school for English. They allow each child to be assessed at their level and to grow as needed.
There is also the due monitoring in place for the children and also to ensure the staff are fulfilling the school policies and timetables.

Aspects I would like clarified/Questions I have

To be shared with the school staff and school Governing Board.

Signed:

(Governor)

Signed:



(Headteacher/Staff member)