

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Johanne Taylor
Date of Visit	25 th May 2021
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Effect of Pandemic on Reception pupils Changes to EYFS Curriculum & Assessment Wellbeing of pupils and staff
Name of Staff	Su Tomes

Next Steps/follow up from previous monitoring

At the last meeting in Feb 2020 ST commented how lengthy the baseline assessment had been. This was cancelled for Sept 2020 but will be statutory for Sept 2021.
The EYFS Profile was cancelled for 2020 and 2021.

Key Area in SDP: Monitoring Findings from this visit

Baseline assessment going forward: ST is optimistic that a new member of staff will be recruited to replace the Nursery Nurse who is leaving in the summer. Hopefully with two members of support staff in the class the onerous task of baseline assessment can be undertaken with minimal disruption to the curriculum.

We discussed the school closure during summer term 2020 and the impact that this has had on the children of reception 2019 compared to the impact of the current reception children 2020. It seems that the current reception have suffered more disruption to their progress for a variety of reasons. There is a high percentage of summer born children and it was noted that access to online teaching and videos was not as high as the previous cohort. 2019 pupils had been in school two terms before remote learning followed by days onsite at forest school in the summer term. 2020 pupils had missed out the final term at nursery and then had one term at school before remote learning.

ST recorded an amazing 190 YouTube videos for the children during the closures. During the 2nd lockdown (Spring term 2021) on Monday and Tuesday's, small groups would have an introduction to the week. On Wednesday's, staff would deliver reading books, craft activities and worksheets. On Thursday's and Friday's the class was split into groups of 2/3 pupils for an online reading session. Some families found remote learning difficult for reasons such as parent having work commitments and having older siblings.

Having returned after lockdown, the children have benefitted from accessing the outside area and forest school. A new growing area has been developed just outside the classroom for pupils. The class made a visit to Rushell Farm on 17th May which proved to be of great value to the children after a lack of exposure to new experiences during lockdown.

The current reception class missed out hugely on the settling in process last summer. ST recorded a fabulous introductory video for new pupils and parents which helped enormously. This year the school is returning to the usual new reception induction (visiting Sunningdale Pre-School and other settings) and a meet the teacher date has been planned for new reception parents in June.

Actions used to identify findings

In depth discussion with ST and viewing curriculum content online.

What outcomes have been identified as a result of my visit

As a result of less contact with other teachers/pupils outside of their bubble, some children are lacking in confidence when put in new situations. With only limited opportunities for communication and social development outside of school during lockdown, this is the key area of learning to be developed.

It has also been difficult for staff having only a limited amount of staff interaction within their bubble and if there have been staff absences then there has often been no cover available within the bubble. Fortunately, the teaching staff have managed to maintain their morale in spite of the difficult circumstances of the past year.

We discussed readiness for the implementation of the new EYFS curriculum in September 2021. It seems very timely that the focus will be to tailor the curriculum to the needs of the children which is in line with the focus at the moment post Covid restrictions.

The move away from time spent on lengthy assessment processes towards time being spent engaging with the children to support their needs.

Impact of this visit

To put in place for September, teaching support staff familiar with the EYFS principles.

Importance of continuing to introduce children to new experiences and social situations to support their needs into Year 1.

As we move away from the bubble systems and resume normal routines, ensure lunchtime cover is available so staff can have non-contact time.

After an extraordinary year with very high demands on staff time, review workload at this time next year.

Aspects I would like clarified/Questions I have

How will assessment for current reception pupils be shared with Yr 1 staff as there is no EYFS Profile in place?

How will staff manage transition from lengthy assessment using Tapestry?

How will the wellbeing of staff and pupils be monitored going forward?

To be shared with the school staff and school governing board.

Signed: _____ Signed: _____
(Governor) (Headteacher/Staff member)