

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Belle Moss / Mark Lomax
Date of Visit	January / February 2021
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Assessment of Remote Learning Class 2, Class 5C and 5W
Name of Staff	Miss Prince, Miss Cullen and Miss Wallbanks
Purpose of Report: To gain an understanding of curriculum delivery during school lockdown 2021.	
Key Area in SDP: Monitoring Findings from this visit Fit for purpose curriculum – are children continuing to learn? Broad and cross curriculum coverage (as far as possible given current remote learning)	
Actions used to identify findings Review of Teams activities and calendars Review of daily workload and feedback Colloquial evidence from students and parent governors Listening into end of day reading and music sessions	
What outcomes have been identified as a result of my visit Excellent use of multiple channels – printed worksheets, websites and online videos for research. Real time online classes used to embed new learning and to give structure. Prompt marking and feedback is encouraging learning and providing measurement. Ease of 'handing in' assignments online is particularly useful. Teams is allowing visual meetings for students which is very constructive for their mental health and overall wellbeing. In addition, registration at the beginning and end of the day set intentions and allow a communal check-in. There is a well-regulated use of the Teams platform and expected online behaviours from pupils are clearly defined. All pupils are encouraged to use the video function, but to remain on mute unless asking or answering a question. The use of virtual 'hand raising' is expected. Younger children were tempted to overly use the chat function within Teams to talk to their friends initially, but this was quickly discouraged and by explaining the problems this caused the frequency of usage fell dramatically. There are regular visits from the headteacher and the class TA onto live Teams calls to check in and update the children on what else is happening in their community. The class TA is currently working in the keyworker bubble and joins sessions to report on what is happening in school and on her experiences of the current situation.	

The headteacher in addition to attending occasional meetings, also hosts whole school collective worship during the star of the week videos which are watched as a class, reminding pupils of the wider school community and their Christian values.

In addition to daily maths and english, there are live weekly science lessons, a weekly video lesson and accompanying workbook for Spanish for year 5. In year 2, there was a daily live registration and then other live activities were often weekly (reading, Spanish) and supplemented by daily pre-recorded films by Miss Prince. This enabled younger children who often required more parental/carer support during the school day to have resources available that could be paused, repeated and accessed at variable times.

Music has been included during the end of day registration, with students who wish to, playing instruments at home for the rest of the class, they have also joined in singing sessions together.

Art projects have been linked with science projects during teachings of the solar system and phases of the moon.

RE has been a mix of written coursework and collective worship, which is watched as a class via video from Reverend John.

Anecdotal feedback from other parents suggested that reading and maths were the most successful core subjects for home teaching and that writing was the hardest to engage and motivate children with.

Impact of this visit

To provide information to non-parent governors about the remote learning currently being offered by the school.

To look at the quality of remote learning across different classes and year groups

To review community and pupil engagement

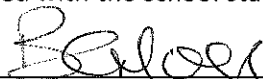
To evaluate the use of Teams as a remote learning platform

Aspects I would like clarified/Questions I have

What benefits the school foresee for the use of Teams once school returns.

How teaching and assessments are being carried out in lower KS1 and with our SEND pupils, where a reliance on online teaching is not viable.

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

Signed: 
(Governor)

Signed:  B. MOSS 
(Headteacher/Staff member)