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| <p><u>School Development Plan Priority</u> Ensuring the new early years foundation stage framework is in place</p> | <p><u>Focus of Visit</u> Progress towards SDP Focus</p> |
| <p><u>Visit time, date and Governor name:</u> Monday 29th November. 3:15pm. Vicki Richards.</p> | <p><u>Staff name:</u> Ayesha Gillespie</p> |
| <p><u>SDP actions to consider</u></p> <ul style="list-style-type: none"> • Reception baseline assessment needs completing in September • New Development Matters in place for this academic year. | |
| <p>Ofsted Outstanding</p> <ul style="list-style-type: none"> • The EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. • The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration <p>Good</p> <ul style="list-style-type: none"> • Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. • Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points. | |
| <p><u>Previous visit: Progress on agreed actions and Impact</u> Set up an ‘investigation area’ for children to explore.</p> | |
| <p><u>Observations and Discussions</u></p> <ul style="list-style-type: none"> -Explained how baseline has been completed with all but one child as one child has an EHCP in place and cannot access the activities. -The baseline doesn’t really provide an accurate assessment of each child as the activities are very vague – staff still have to undertake their own baseline which is extra time. - AG attended an informal moderation with other local schools to see if we agreed with children being assessed at ‘expected’ and ‘emerging’ and felt reassured afterwards. -New Early Learning Goals are on display in the classroom for all staff to see where the children are headed for the end of the year. -Children and staff attendance levels have impacted on class behavior and routines – it’s very disruptive. -Phonics recording is now with pencil and paper either on the Phonics Bug worksheets or in the child’s individual phonics book – we used to use whiteboards but changed to fit with the new DfE Reading Framework 2021. -AG attended a self-regulation course to help with strategies to deal with behavior in class. ‘self-regulation’ is | |

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a new area of the New EYFS framework.

-AG showed VR investigation area and explained what things have been there previously.

-AG explained how pupil premium support is currently in place to assist two children with their sound recognition.

-Discussed how phonic group leaders monitor who is keeping up and can act fast when someone isn't managing.

Summary to be entered on Governor Monitoring Plan:

Previous action met.

Further Action Required:

Continue to develop the vocabulary associated with feelings and emotions.

Impact of Governance:

Following a professional dialogue (Vicki is a local nursery manager), we discussed a 'name it to tame it' activity to verbalise emotions and feelings so children can express themselves effectively as this is an area that we have identified needs further development following COVID.

Date and time of next visit:

Spring 2021

Governor signature: V Richards

Date: 29-11-21

Staff signature: A. Gillespie

29.11.21