**ORRETS MEADOW GOVERNOR VISIT**

**TUESDAY 10TH FEBRUARY 2015**

**PURPOSE OF VISIT -**

**To visit a English and maths lesson**

I was invited to see how English and maths were delivered first hand in class 3. I joined the class during a lesson in which the children were exploring suffixes. The teacher had already explained what she expected from the activity and pupils were all busy using the worksheets she had prepared. Whilst with the class, I had the opportunity of looking at some of the children’s English books, I observed the traffic light system was consistent; feedback from the teacher was supported with stickers as well as a comment. I asked some of the pupils if they enjoyed their lessons and did they know what to do if they needed help. The children were clear about the traffic light system and knew what each of the colours represented, when I asked them what they meant they said that green was good they understood about what they had learnt, orange meant they were not sure and they would ask for a bit of help; red meant they did not understand and that the teacher would help them a bit more. The children were fine about asking for help and were happy to do so. From what I observed, even if a pupil made a mistake it was all part of the lesson and no one felt uncomfortable.

In the second activity the children had been looking at different types of poetry and they had the opportunity of listening to a poem that was set to music. The pupils then had the opportunity of speaking about the poem and the teacher gave examples of what they could think about. The children then went on to write a short poem of their own and then read it out loud to the rest of the class. All the pupils enjoyed this and were keen to join in and share their work.

After playtime the children then completed some mental maths work in which one child had been given a number by the teacher and the others had to ask questions to try and work out what the number was. They used their maths pack that each of them had been provided with to help them if they needed it. In addition I noticed numbers on a line in the classroom as well as a line with odd and even numbers on up to 10. During the question time I noticed one of the pupils did not appear not to be joining in, however, when I looked closely she was using her resource pack to work out the number, she then put her hand up and got her guess right.

The teacher encouraged the children to use the right type of language when asking their questions e.g. is this more or less than, is the number between x and x. The children are learning about weights and measures and as part of this they started to learn about measuring liquids. The teacher used different sized containers that had measures along the sides; they differed in size and volume capacity. The teacher then gave the children cards with different amounts of liquid measure, the children had the opportunity of then using a practical activity to find out how much liquid would fit in their container. The teacher asked if the container could take more or less than was on the card. Could they change the size of the container or jug to get the right amount. The children used a practical activity to find out and certainly enjoyed this water based activity.

I had to leave before the end of the lesson but thanked the teacher and children for letting me join in their lessons and look forward to returning in the summer term for a visit.

***Cindy Cooper***

***Vice Chair of Governors***