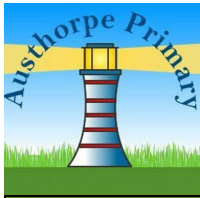


GOVERNOR VISIT REPORT

Name: Sue Harrison	Date: 22/6/22
Focus of visit	Classes/staff visited Y5, Miss. Snodgrass
Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc. Visited Y5 in class – observing pupils in reading, English and Maths lessons, talking to pupils about their learning and their progress; discussing the use of the iPad in class with staff and pupils; hearing about their Sports Week. Opportunity to see coverage over the year through the curriculum books.	



GOVERNOR VISIT REPORT

What have I learned as a result of my visit?

The use of iPads in Y5.
The enthusiasm of the pupils in their desire to learn in different ways. (Including iPads, active and outdoor learning)
The support and questioning the teacher gives to encourage the pupils to become independent learners.

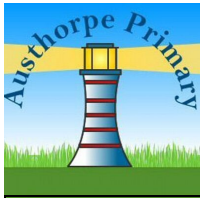
Positive comments about the visit

I was bowled over with the expertise of Y5's use of the iPads across the curriculum. I initially saw a reading lesson where the children who were working independently from the teacher were focused and excited about their learning. They were able to explain how it worked to support their speed reading, their spelling and comprehension – the incentive to move onto the next level and the support it gave if mistakes were made was notable. One child explained to me "It's a bit like a teacher – it explains it if you get something wrong and next time you will get it right – so I know I have learnt it and I can move on." The children who were doing the comprehension enjoyed the opportunity to self-evaluate and when asked what happens if they can't open something and the teacher was with another group the pupil explained they could find a book from the 'on-line library'

The English lesson showed how the iPads can be used in a different way. The children were re drafting and improving a persuasive letter. They were given excellent guidance and expectations of the letter they were to write. I asked pupils how they were going to improve their writing – they showed me on the iPads the thesaurus; examples of good practice, a copy of their writing so they didn't need to keep referring to it over the page, so the iPad became a source of reference for them.

In the math's lesson the iPad became the textbook. The learning had been previously uploaded by the teacher and the children could use this as reference and there was an extended activity for some pupils in the form of an activity. As the learning was more practical – (measuring angles) the pupils were able to use compasses and pen and paper exercises alongside it. One pupil demonstrated how the teacher had interacted with her using the iPad, I was shown how learning can be marked and the pupil could communicate with the teacher if they needed that allowed a much quicker personal response if necessary.

It was obvious that the use of the iPad was common practice within the classroom. The pupils were competent and confident, they were enthusiastic and interested in their learning across the morning because of the different ways the iPad were being used. KS said she was a little nervous when it was first



GOVERNOR VISIT REPORT

	introduced to her but after some training it became an integral part of her teaching and that no one needs to be worried about using it!
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Aspects I would like clarified/questions that I have:

I had all my questions clearly clarified by the pupils, Y5 teacher KS, the Deputy DM and the Head AL.

I asked about the time used on the iPads and if this could be detriment to the pupils and staff in the long term. I was reassured not only with what I saw, but how confidently both staff and pupils felt they had a good balance. The iPads are used as another tool to learning. The school put in plenty of opportunities for active and outdoor learning through the day (which I witnessed when I went on the playground and saw Y6 solving maths problems) Books are used appropriately and learning is still evidenced in exercise books - again observed in their English lesson where they were drafting their writing. (Lovely handwriting too!) Practical activities are in place (evidence with the use of protractors). All of this is also recorded in the Class Curriculum books which gives a really good picture of what happens in the school across the year.

The school see the use of iPads as an essential part of the children's learning in modern society – it will interlink with other pedagogical approaches to learning – not as a 'be all and end all' device.

Ideas for future visits:. I am really excited to see how the use of iPads will now expand across the school.

Any other comments:

Thank you so much for having me. It was a pleasure to be in school today – thank you particularly to KS and year 5 who were all so welcoming and I thoroughly enjoyed observing their learning – it was very exciting!

**Signed: Sue Harrison
(Governor)**