



GOVERNOR VISIT FEEDBACK FORM

Date of visit 13.06.2022	Name of Governor Lesley J. Lee	Governor responsibility Curriculum
Staff/area visited	Science Team Mark Jordan Becci Stephenson Kathryn Wilson James Watson	
Objective/purpose of the visit <i>Why are you making this visit?</i>	To be updated on developments in the teaching and learning of science across the school. To be able to inform governors of developments	
Agenda/discussion points <i>This should be agreed before the visit and indicate key questions/issues you plan to explore</i>	Questions forwarded to the team prior to the meeting: <ul style="list-style-type: none"> • What are the individual roles and responsibilities of team members? • How does the school ensure that science gets the time needed so that pupils are able to develop their knowledge, skills and understanding? How are you driving science forward at Norwood?? • How are you addressing the teaching and learning of science here at Norwood? How do you maintain a balance between ‘fun activities’ and developing an understanding of the associated science concepts? How do you plan? • How does the school ensure that good quality teaching and learning takes place? • How well do pupils perform in your subject? How do you know? • How is the subject being further developed? What do you see as your key priorities for the future? What are your strengths? 	
Outcomes of the visit <i>What did you see, what did you learn? Include any evidence that demonstrates the positive impact the school is having in this area</i>	<p>The following information was provided and discussed. Discussion was supported by relevant documentation which the team provided during the meeting. The team were well prepared and obviously work well together. They are very aware of the strengths and areas for development.</p> <p>What are the individual roles and responsibilities of team members? BS has responsibility for KS1, and MJ has responsibility for KS2. KW teaches in every year group as a consequence she is able to see how science is developing across the school. The team is able to meet formally twice a term to discuss progress of actions within the science action plan.</p> <p>How does the school ensure that science gets the time needed so that pupils are able to develop their knowledge, skills and understanding? How are you driving science forward at Norwood? Science is taught weekly by one specialist teacher within each year group. This decision was made after considering recent research into the teaching and learning of science in schools. In addition, some topics are taught through Forest schools which further supports pupils understanding. The team provided an example of how the children’s understanding of the seasons in Y1, is developed through Forest Schools, where teaching enables the children to see the effects of the seasons on plants and living things.</p>	

	<p>How are you addressing the teaching and learning of science here at Norwood? How do you maintain a balance between ‘fun activities’ and developing an understanding of the associated science concepts? How do you plan?</p> <p>The team reported that they want all children to enjoy science and working scientifically is a high priority for the school. Lessons are well planned to ensure full coverage of the science curriculum. They have created their own teaching plans based on the national curriculum. Each of the different areas of science are covered within the long-term plans. The medium-term plans are created from the national curriculum expectations and short-term planning includes the use of a range of resources.</p> <p>Planning has also been updated to ensure that vocabulary is progressive and relevant. The team provided documentation demonstrating how individual topics are planned. These were detailed and provide a clear structure and support for teaching and learning across each year group.</p> <p>How does the school ensure that good quality teaching and learning takes place?</p> <p>For each year group, the school has one science teacher, who teaches each class in that year. This has enabled greater consistency in teaching and learning, subject knowledge and a better understanding of strengths and areas that require further development.</p> <p>Teaching and learning are monitored in a variety of ways, including book scrutiny, learning walks, planning, learning environment, pupil progress data and pupil voice. The team provided an overview of the monitoring that has taken place throughout the year. This document provided a summary of the observations and follow up actions that needed to be taken. It provides a clear account and supports development of the subject.</p> <p>In addition, there is staff training and regular subject meetings to ensure that staff are well informed and supported.</p> <p>How well do pupils perform in your subject? How do you know?</p> <p>Staff are expected to track pupil progress throughout the year. Data is provided by the use of ‘hot and cold’ tasks which show the vocabulary and knowledge that pupils have gained during an individual topic. Also, the use of ongoing assessments provides evidence of progress. At the end of the academic year data is collated using evidence from pupils’ workbooks, assessment grids and any tests completed. The data is then analysed by the team and strengths and areas in need of further development are identified.</p> <p>The current provisional data indicates a dip in outcomes when compared to 2019. The team felt that this, in part, was due to the improved monitoring and assessment procedures that were now in place. It was generally felt that the current data is more accurate than previous years.</p> <p>What do you see as your key priorities for the future?</p> <p>The team identified working scientifically and the further development of cross curricular links. In addition, it was noted that currently there are no children working at greater depth and that this needs to be addressed.</p>	
<p>Any actions agreed during the meeting</p> <p><i>Include deadlines</i></p>	<ul style="list-style-type: none"> • Pupil progress should be considered in more detail at the beginning of next term when the outcomes for the year have been analysed and actions identified. 	
<p>Date of review by headteacher and chair of governors</p> <p>Any further action identified</p>	<p>21st July 2022</p> <p><i>How are children going to be identified as being potentially GDS and what is going to happen to ensure that they achieve by the end of the year?</i></p>	
<p>Signed/date</p>	<p>Signature Lesley J. Lee</p>	<p>Date 22.06.2022</p>

Please pass a copy of your report to the Chair of Governors and Headteacher within 10 working days of the visit.