



School Visit

15<sup>th</sup> October 2021

Sally Hilton, class visit to Year 3

The purpose of the visit was to undertake a class visit as part of the link governor duties. I am link Governor to Year 3. I had arranged the visit in advance with Mr Hazelgrave. I wanted to introduce myself to the class and start to familiarise myself with the classroom, the set up and the pupils.

I arrived as the children were coming into school. The children were clear in the expectations of the morning. Come into class, get their handwriting kits, and start writing the words from the board 'little' and 'battle'. These were written into their hand writing books. The entrance into class was calm and the children were ready to write quickly. There was plenty of concentration and great writing. The children were keen to engage with Mr Hazelgrave and show him their writing. He was asking them to take care of the size of their letters. The children were all using pencils and hand writing lined books.

I have been told by Mrs Weddle about the additional support that Year 3 requires as there are a significant number of children not at ARE. Mr Hazelgrave explained the support he gets in class. Mrs Weddle joins the focus table on a Monday and Tuesday and teaches a different English provision. Mrs Orchard works in class on a Wednesday and Thursday. Miss Feasby helps with English in the mornings when not teaching PE and before her lunch at 11.30am. Miss Maddison supports when she can. There is no additional support on a Friday. He explained that he is often teaching 2 different lessons in class to meet the needs of all the children. This has an impact on the support he able to offer the children.

After Mr Hazelgrave had seen a child's writing and was happy with the amount and quality children were allowed to pick from a selection of nonfiction books based on geography and history. I spoke to some of the children about rocks, soil, volcanoes, earthquakes, and the Neolithic period. They could recall some of their reading from the week and could tell me why they had picked their books that morning. The books were linked to the history and science wall displays.

The class were then asked to put away the books as it was time for maths. Mr Hazelgrave counted down from 3-0 to get his class quiet and ready to learn. He then tasked the children with writing down answers to 3 questions on their white board: Favourite food, places they have visited and names of friends. I observed the range of skills within the class through handwriting, spelling, number of answers. It was very clear that there was a very wide breadth within the class. These questions then lead to Mr Hazelgrave talking about problem solving and how questions can have more than 1 answer. In maths we need to think about how many answers could be given. He expanded by drawing a square on the board and dividing it into 4. He asked the class how many squares they could see. The class responded with 4. He asked them to look again and check their answers. To support his discussion, he drew round all the square options and explained that the answer was 5. The children then had to problem solve the next question about how many triangles they could see. The children drew the shape and started counting. The class then came together to discuss. The class were engaged, keen to answer and worked well with partners.



The children were then handed sheets to stick into their books and complete, children were asked to complete different sheets depending on what Mr Hazelgrave decided. Children were doing a mix of addition or subtraction problem solving questions. The focus table were taken out of class with Miss Maddison for a different lesson.

The children were asked to think systematically and challenge themselves to write all the possible answers. At the end of the lesson Mr Hazelgrave put one more question on the whiteboard and the class were asked to consider it individually, in partners and then as a class. He asked one child to 'polish their answer'. I liked that term.

After children had tidied away they were asked to stand behind their chair and be quiet. The rows were then dismissed based on their behaviour to enjoy their playtime.

I enjoyed my time in class. On my next visit I will expect to see progression in handwriting skills. I will review maths books to see how today's lesson was marked, the feedback given and for progression. I feel that I need to go back to Mrs Weddle to review how the 'check, plan, review' meetings went with children in the class. I would like to see a timetable of the support given to the focus group and the rest of the class. I would like to get an update on the iPad project from Mrs Johnson.

Thank you Mr Hazelgrave and Year 3 for such an informative morning.

