

Home Farm Primary School

Home Farm Primary School Governor Visit Report

Name:	Emily Hale
Date of Visit:	27 th November 2017
Focus of Visit (linked to SDP):	DERIC reading 'To enhance pupils' interrogation, inference and reasoning skills in Reading and Writing'.
Classes / staff visited:	Visited Mrs Claire Arnold. Spoke with 2 children from Year 6.

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch, etc.:

I met with Mrs Arnold to discuss the implementation of DERIC reading approach. Mary Smith was also present.
I then spoke briefly with 2 children from the Year 6 class to find out their views on the new approach.

What I have learned as result of my visit e.g new understanding, evidence of reports to committee, observing material needs of school.

The implementation of the DERIC approach to reading seems positive across the school. CPD has been given in September and Mrs Arnold remains approachable to staff should they require further support.

In lessons, the whole class use the same high quality text. SEN or lower ability pupils are supported by adults in class, allowing them to access more complex texts. Higher ability pupils are also challenged appropriately.

We discussed the need for parental involvement, and it was found that the skills should mainly be taught in school, but pupils (especially older pupils) can still discuss the skills with parents at home.

Each class have been resourced with 1 text per term with 15 copies for paired work appropriate for that year group. The use of a whole text is encouraging a love for reading within the school. Time allocation of reading through the year groups varies depending on the set up of the class.

The assessment of reading is in place, using Cracking Comprehension, with Years 5 & 6 being assessed half termly and Year 1-4 termly. The assessment is not directly linked to the DERIC approach, but the teaching of DERIC skills allows the children to implement their knowledge of the skills.

Monitoring of the approach has begun. Years 5 & 6 have already seen a good impact. Across the school they have seen an increase in security across the reading objectives over the past two half terms. Lesson drop ins by the lead teacher have shown some teachers are finding it easier than others. Trouble shooting session with staff asking questions and sharing positive practice is already in place. There is also the possibility of some peer assessment work and sharing work between classes to reinforce progress and development.

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Speaking to the Year 6 children, they were confident in explaining what DERIC reading entailed. They said that they didn't like the DERIC reading lessons because they were hard! They said that they liked working in pairs, which made it a bit easier. They were in agreement with each other that those lessons have already made it easier to answer some of the comprehension tasks that they have been given and that they are better all round readers now. They also really enjoy the whole texts that they have been accessing.

Comments about the focus / discussions arising:

DERIC reading comprehension has already had a positive impact on reading skills throughout the school, and this can be seen through the half termly assessments carried out by class teachers.

According to Mrs Arnold, use of vocabulary displays is inconsistent, some classes not having this set up yet.

Do parents know the type of questions to ask pupils when they hear them read? Would a prompt sheet, linking to DERIC, be useful to reinforce skills at home?

Conclusions to be considered at committee re SDP:

Evidence points towards a positive impact of DERIC comprehension skills. Further monitoring by the subject lead and head teacher to track further progress will be needed. Some further support for some teachers may be required.

Signed:E. Hale..... (Governor)

Signed (Headteacher / Subject Leader)