

School:	DCSF: number:	Date of visit: 3.12.09
Completed by: Viv Sharp	Role: Strategy Support Teacher	Time Spent: 1.0
Who seen/working with: Year 4 Class Teacher TA	Accompanied by:	
Objective/purpose of visit: To discuss progress against actions agreed in first visit, focus on AF6. Observe lesson, make observations. Discuss impact of 3 week unit on pupils learning so far. Identify ongoing action for next visit.		
Activity/support provided: Lesson observed by SST. Objective :- to explain a problem in a story. Example of pupil's writing from previous days lesson on the opening of story and a missing sentence was written on white boards by pupils. Pupils reminded of s.c and then wrote the problem. At end of lesson pupils checked against s.c. Discussion on pupils learning from start of unit. Phase 1 worked well and children through discussion with SST, could say that the cross curricular links with History , Art, and Geography had helped them learn about the Romans. Also lots of questions have been raised about the Romans, to be answered at the end. Pupils found working wall a good resource, and especially liked the photos of their drama activities. They use the washing line display of connectives and punctuation prompts in their writing. Pupils said they would like them at their table too, to share and increase the use of them in their writing. Discussion between SST and Partner teacher led to the suggestion that more modelling and supported composition would help move the children's learning on. ie bridge the gap.		
Outcomes: Pupils know the success criteria required for writing and the location of connectives and punctuation prompts. Literacy wall used to support pupils. Original Roman story on working wall referred to by a few children in the course of the lesson. Discussion with focus group revealed they knew that they needed to use connectives. 2 pupils were including other words that were not connectives. eg was, at. Pupils more confident in the use of punctuation and re-reading work. Time being given to check and make any alterations has improved final piece.		
Issues raised: Connectives to be available at pupils' tables and differentiated. ie. Limited number for focus group. Punctuation checklist for self and peer assessment (re-usable) to improve re-drafting. Drama enjoyed by pupils and actions learnt helped with writing. More modelling and supported composition by partner teacher needed. Re-drafting of writing as a class, drawing on pupils ideas to add more connectives, adjectives and punctuation will be planned for.		
Evaluation of impact on learning: Classroom environment very supportive to pupils. Working wall a display of children's learning and a reference point. Immersion and capturing (Phase 1) allowed pupils to gain an understanding of the Roman topic, before working on a Roman story (through pupil discussion with SST) Pupils very motivated and excited.		
Key action for the partner teacher: Continue to use immersion and capturing at start of a unit. Increase modelling of writing and supported composition to bridge the gap. Alongside displays of connectives and punctuation, pupils to have both at tables as an additional reference. Punctuation checklist to be used for self and peer assessment. Laminated for ongoing use.	Intended impact: By modelling and supporting composition, pupils will improve their own writing in regards to punctuation, use of connectives and adjectives.	By when: Late January 2010
Key action for the SST Partner to observe SST modelling and supported composition as part of writing process. Show how planning looks across a unit.	Intended impact: Partner teacher to use both within a sequence of lessons.	By when: Early January 2010
Evidence of impact/progress since last visit: Working Literacy Wall in place. Display of connectives and punctuation prompts. Cross curricular links to Art, History and Geography very explicit. AFL used as part of a display, 'What we would like to know about the Romans at the end of our topic.' Some use of connectives, adjectives in pupils books. Most pupils improved use of punctuation in books. Photos of Drama session has inspired pupils to write their Roman story.		
Date of next visit and focus: Late January 2010 Modelling and supported composition.	Agreed by: Headteacher - Year 4 Class Teacher -	