**Class Visit**

**Friday 30th November 2018**

**Science**

A huge thank you to Mr Campbell and both teaching assistants for making me feel welcome in their classroom today. As a governor we are given a wide variety of information at meetings, this was my opportunity to see how planning is actually modelled with the children in the classroom.

The afternoon session began with registration and as previously observed on another class visit, the teacher asked each child how they were feeling after the lunchtime break. This is part of mental health and wellbeing and ensures that each child is emotionally happy to engage in their lesson. Mr Campbell asked the children in German and they loved it, not only did it make the experience more enjoyable for the child but they have had experience of communicating in another language.

The focus of the lesson today was to explore and identify diets of different animals putting them into different categories of carnivores, omnivores or herbivories. The teacher spoke about their last lesson and asked if the children could remember what they had learn about amphibians. A short discussion about what they had learnt and what the children had remembered. The emphasis during this lesson was to explore and understand more about mammals. Mr Campbell explained the difference between each group of mammals and how often the teeth of an animal can sometimes tell you what type of food they had to eat. The children worked as a group and shared their thoughts as to what group some animals would fit into.

To support their understanding the teacher used two hoops that made a Venn diagram on the top of a round desk. He again repeated about the three different groups and what they represented and labelled them accordingly. To the children’s delight he brought out a variety of animals that the pupils would be able to use so they could work out together what group each animal went into and perhaps consider that some animals could fall into the both groups so they could eat meat and vegetables. He reinforced that some animals ate both meat and vegetables but often their diet was more of one group than another. The two large loops formed a larger Venn diagram and this replicated the Venn diagram in their books. It was positive the message was reinforced in a more visual, tactile way. In fact one pupil was able to use the table top exercise as a resource to help him make a decision.

The teacher was constantly reinforcing the information and asking about why each animal was put into a group. This gave the children time to consider possibilities and learn from one another.

I understand that the classroom layout has been modified to support autistic children and I was struck how much calmer and there was much less distraction because of the modifications. The windows had been covered so this allowed everyone to focus on the lesson with less distraction from outside the room. I noticed a lot more pupils did not became distracted and they focussed more on the lesson.

After a whole class activity using the worksheets, the children were given an envelope containing different animals. Mr Campbell asked the children using the traffic light system how they felt about what they had learnt before they began to work independently. Each child then used their books and pictures and they were able to put the animals into the groups. All the time the information was reinforced by the teacher and the other adults in the room.

The lesson was calm and fun for the children and I was sorry my time had run out I would have loved to have stayed a bit longer. Again a huge thank you to everyone including the children for allowing me to visit.

***Cindy Cooper - Governor***