

Name and role of governor(s)	Wendy Penlington
Name and role of staff member(s)	Miss Eley
Date and time of visit	17/1/23
Agreed focus	Wider Curriculum/ Science
Relevant school objective or priority	Embed curriculum changes/ developments – ensure pupils learn and remember more
Questions to ask	How well are children learning and remembering? How are they using their learning habits? What is the impact of working with the museum services? (pupil engagement/ teacher subject knowledge)

How do you know the school's actions are having an impact?

I observed a visit by Leicestershire Museums Service on the 17th January, where rocks, minerals and gemstones were talked about with class 3, and they participated in a practical hands on session with some of the specimens brought into school.

Their class teacher, Miss E, had arranged the visit to introduce the subject and gain interest in order to compliment the children's cross curricular learning. They were currently writing about earthquakes in English, and will soon be learning about rocks in their Science lessons. This will then be followed by work on volcanoes in Geography.

All of the children listened very intently to the museums visitor, and were keen to answer questions; there were lots of hands up to every question.

I was impressed to hear how many different rocks, gemstones and minerals that the children could already identify, and if their answers were incorrect, they were sensible suggestions based on the information they were given. They were also able to describe what types of things can be fossilised and gave examples.

The children worked well in pairs for the practical exercise. They had a fact sheet and needed to work out using a flowchart, what their rock or mineral was, finally writing a fact about it and drawing a picture of it in their work book. They shared resources equally and respected each others points of view by listening to each of their conclusions to the detective work they were doing to identify their objects, before agreeing on their final answer. No one 'took over' in their pairs.

It was a lively session, with the children encouraged to talk amongst themselves, leave their table to fetch the description of what they'd identified and then move around the room to look at their classmates' work. However, they responded instantly to 'listen to me' claps when the visitor wanted to get their attention and move on to the next exercise.

Pupils were able to

- 1) Listen respectfully
- 2) Demonstrate learning and retention of learning making links to learning in previous classes
- 3) Work well and with respect in groups and pair
- 4) Work independently

What successes stood out and why?

Learning is organized to be highly positive and memorable.
The teaching of learning habits – teamwork and respect.
CPD for school adults/ subject knowledge

Questions and clarifications to follow up with the headteacher or chair of governors

How does the school work with museum services across a year?

There are 9 visits to support the curriculum each year which are used across the school. The visits are part of a package bought from creative learning services which includes library services and book talks.