

Date: 5/02/2016

Governors in attendance: Jackie Eason and Gail Kelleher

Children Interviewed: 2 Children from Year 6; 4 children from Class 4; 2 children from class 3; 2 children from class 2; and 2 children from class 1

School Development Plan Priority and Focus of Visit:

- 1.2 Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- 1.3 Use of imagination and creativity in their learning.
- 1.4 Willingness to reflect on their experiences.

-
- 1.2 Children from all the year groups interviewed showed a high sense of enjoyment and fascination in their learning. This was demonstrated by a Year 3 pupil when he enthusiastically explained how much he enjoyed writing a recount on the subject of baking.

The way work was taught was described as 'fun and enjoyable most of the time'. Children recognised that learning in one area helped them learn in another e.g. Learning the times tables. One child showed her appreciation in the learning of new things as she recognised the importance in her Maths' learning which would not only help her in the upcoming SATs papers but how this learning could be applied to other areas and, in the future, to help in a job. A Year 2 child enjoyed writing, using a variety of different words like 'miniature' in her work.

Learning new things was described as being 'free' although going over previous learning was also considered important and necessary.

- 1.3 Imagination was interpreted as 'Being creative', 'In your head' (Year 3); 'coming up with your own questions' (Year 4); and 'Looking at things from a different perspective' and 'what's in your head' (Year 6).

A Year 6 child explained how he had the chance to use his imagination when he did some work on the book: Eye of the Wolf by writing from the perspective of the wolf. The Year 4 children felt that they had the chance to use their imagination in PE where they had to come up with a sequence; and through story telling. Work on Tutankhamon was described as having to use imagination by a Year 3 child.

Being creative meant different things to the children. A Year 1 child described it as 'Making it yourself'. A Year 3 child believed that the chance to be creative occurred in the playground through football and playing the game 'Tag'. A Year 4 child interpreted creativity as 'letting your mind flow'. Making games in Maths/DT, number wands, historical based games and board games based on the game Monopoly were all cited as being given the chance to be creative in lessons.

1,4 All the children were happy and confident in reflecting on their experiences. The children all believed that learning happened both in the classroom, in the playground and outside school. A Year 1 pupil recognised that learning 'carries on' when they leave school and when he uses a computer. Moreover, he felt that if adults do not learn then they are not a 'Have a Go Hero' with a Year 2 adding that 'Giving up (as an adult) means you wouldn't learn'.

The Year 3 children both agreed that learning was not exclusive to children as adults still learn, 'Our teacher learns all of the time, they even learn from us'. They were willing to reflect on their experiences of learning outside the classroom through reading, 'practising', using Google and asking parents/ family.

Homework, U-tube, parents, the Internet, books e.g. C. J. Busby and playing with people were all cited by Year 4 children as learning experiences when they leave school. Similarly, the Year 6 children reflected on learning experiences after school through: jobs, parents 'tell you what's right', talking (with grandparents), television, homework and the Internet.

Summary

The children interviewed all appeared happy and confident to talk about their enjoyment of learning both inside and outside the classroom through a variety of channels. In school the children particularly enjoyed learning when the work was fun and taught in a creative way and where the children could use their imaginations e.g. from the horse's perspective from work done on the Eye of the Wolf. The children acknowledged that learning is not limited to within the classroom but takes place at break times, after school and continues into adulthood.

Written by Gail Kelleher