


Learning walk: 21.6.2021

By: Sharon Longmuir

Focus: How are more able children being challenged around the school? What resources are available in classrooms to provide challenge? Is there clear differentiation in their learning?

Area: English and Mathematics - higher ability children

Observations	Evaluation
<p><u>OWLS - EYFS</u></p> <p>In the Owls classroom there is lots of work from the children displayed on walls and you can see that they are working at a range of levels.</p> <p>Displays to help children with their work and to extend their learning are fully available, ranging for example in English, from single sounds displays, to more complex digraphs and key words.</p> <p>Continuous Provision tables are set up to encourage children to challenge themselves in their play.</p> 	<p>The children in Owls class were working at differentiated tasks that were set according to ability on an individual basis.</p> <p>They were able to independently access and use the resources and the educational displays in the classroom.</p> <p>Continuous Provision tables enable the children to explore their learning through play and provide challenge for higher ability children.</p>



When I visited the Owls classroom, they were all busy, undertaking a writing activity. I could clearly see that they were working at three different levels, with three different tasks and teacher/ta support given according to their needs. The higher ability group were completing their writing task independently. On completion of their work they then discussed it with an adult in the classroom. On the spot verbal feedback enabled them to receive praise for their work, and to learn ways to take the next steps in their individual learning.

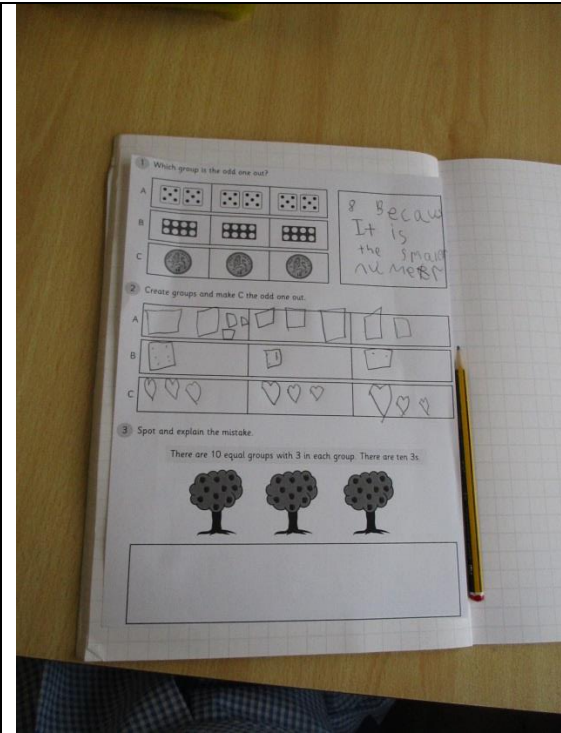
SQUIRRELS - KS1

The Squirrels classroom has a range of informative displays, suitable for children working at different levels to access. Resources are easily available for children to use and they can choose between, for example, alphabet strips, word banks and phonics cards to help them to work independently during their learning tasks.

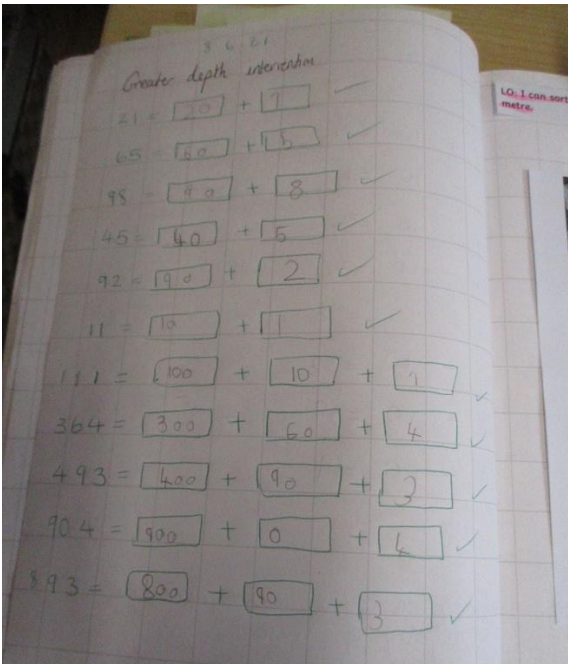
I visited the class during a mathematics lesson and I could see that different groups of children were working on differentiated tasks, based on the same theme, with additional challenges prepared for extending those who completed the task earlier than others.

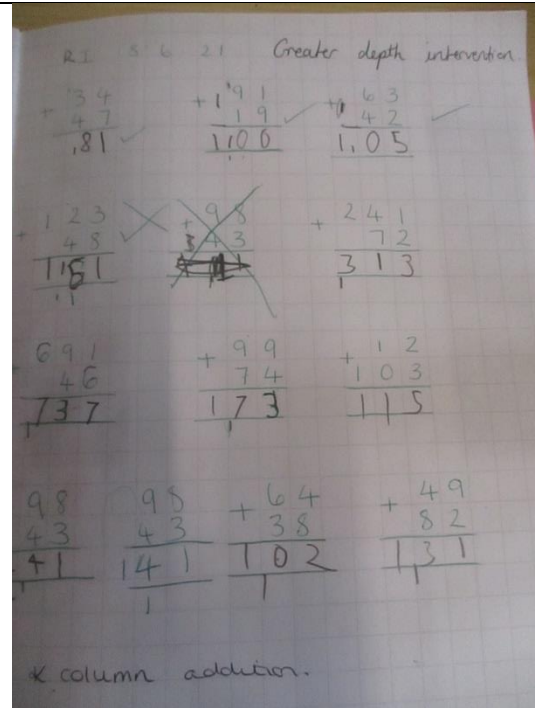
The higher ability children that I observed in Squirrels were fully engaged in their work, which was designed to challenge the children's skills in mathematical thinking.

Continuous Provision around the classroom provided further opportunity for challenge and educational displays were provided for all levels of ability.

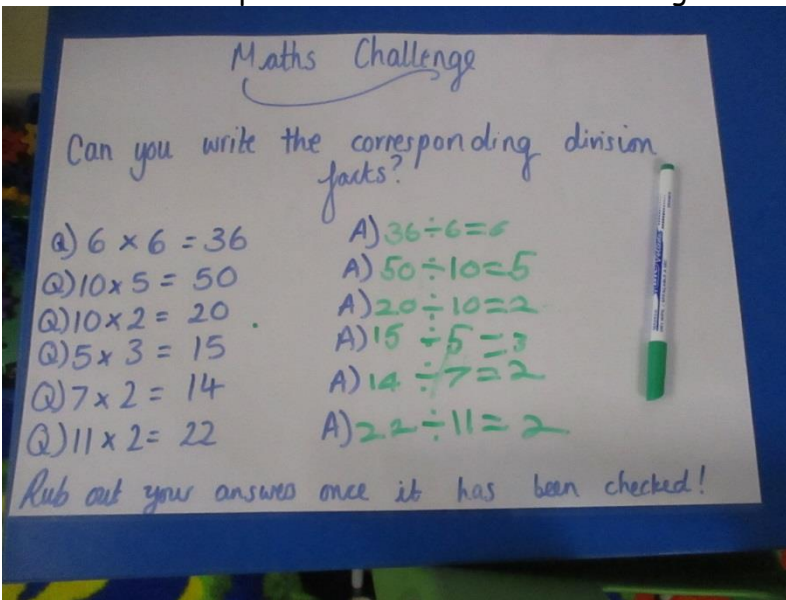


In their books I could see further examples of children working at greater depth and also of intervention work, which is carried out with higher ability children in small groups/on an individual basis.





There were also independent resources for the children to access during free time, linked to the Phonics Screening test and common exception words and a maths challenge table.



BADGERS - KS2

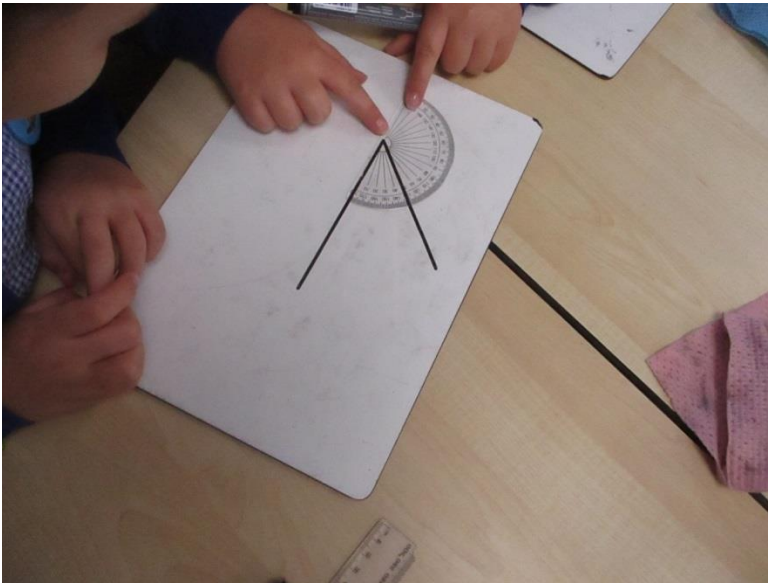
Classroom displays in Badgers class are informative to a range of levels. I could see that they were used by the children as they were working. Cursive alphabet strips were available on the tables to prompt good handwriting and word banks for children who needed them. The class also have access to a

Badgers class demonstrate a high level of independence in choosing and using a wide range of resources which are provided for a range of abilities.

range of dictionaries and Thesauruses.

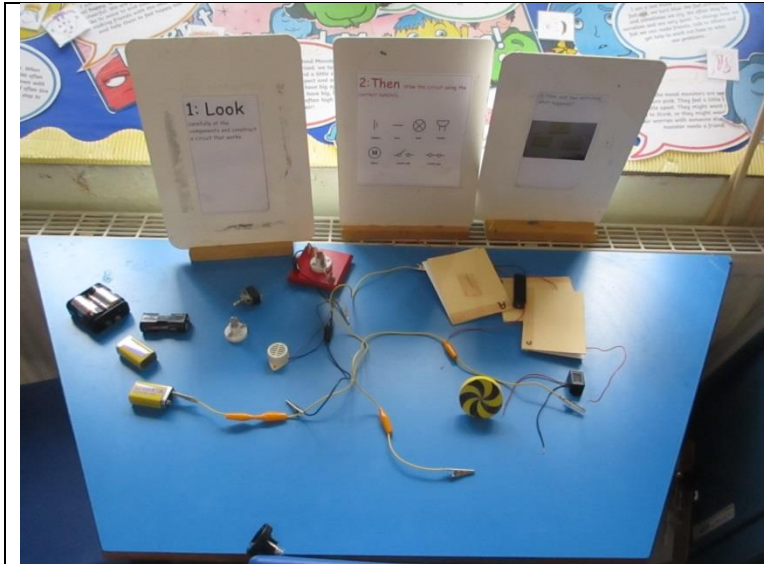
During my visit to Badgers class the children were engaged in a mathematical task, learning about angles.

The work was differentiated according to year group and ability. Some children were looking at types of angles, for example, obtuse and acute. Others were taking their learning further by using protectors to measure the angles. A challenge was also given to some children to use the protractor to measure reflex angles, further challenging their mathematical thinking skills.



The class Continuous Provision table is a science based activity designed to give the children the opportunity to explore and investigate concepts before formal teaching in the particular area of learning takes place. The table is currently set up so that children can explore electrical circuits. They are encouraged to explore and 'fault find', asking questions such as what difference the size of battery makes, why doesn't it work? and is the light weaker if a buzzer is put on the same circuit? Higher ability children will ask deeper questions on activities such as this and the opportunity to learn through exploration and discovery is invaluable.

Learning tasks are clearly differentiated with higher level thinking skills being developed particularly with higher ability children and further encouraged through Continuous Provision. In the children's books I saw evidence of extension activities and higher level intervention work.



Overall Evaluation:

There is clear evidence of differentiation of learning in all classes, with challenge provided for higher ability children, both in the task itself and in the encouragement of higher order thinking. Continuous Provision in the classroom gives the children further opportunity to develop and explore at their own levels of understanding. Higher Ability children in all year groups benefit from additional intervention group work designed specifically to challenge and build upon their learning. Our school project for 2020 - 2021, led by one of our senior teachers, has been to develop creative problem solving throughout the school and this could be evidenced in every year group.

Areas for development:

To set up a lunchtime science/maths club based on creative problem solving in the next academic year.