



Nova Primary School

Governor Curriculum Learning Walk Feedback

18 November 2021

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On 18th November, governors from Nova's Governing Body took part in a curriculum learning walk, during which, they visited all classes, observed teaching and learning environments, and spoke with pupils in small groups from every class.

What follows is a summary of what governors saw and heard when they spoke with children from across the school, presented within the subheadings of Nova's LEARN curriculum:

Learning Journey

When speaking with children, governors found that pupils talked confidently about, and showed great enthusiasm for their lines of enquiry. Discussions in class created a sense of curiosity and drew questions from the children, linking to previous learning. Children spoke with great passion about some of their learning and its links, for example, what the geography and history of HMT Windrush and the Windrush Generation represented to them and the impact on UK's society.

Whilst the comment that "my teacher makes normal, boring work fun", may suggest concerns around the expectations of the child, it was clear to all governors that children across the school were interested in and enjoyed their learning. In their classrooms, teachers create environments that focus on their children's learning. In addition, both the approach to reading and writing were clearly seen in all classes, with challenging texts being used in wider-curriculum subjects.

Engaging

Throughout the visit, governors saw lots of engagement from pupils, with children happy to talk and share their ideas with the class and keen to volunteer. Teachers managed to engage pupils that weren't initially interested and supported all pupils in accessing the learning. Children demonstrated genuine curiosity in their learning topics, which was evident in both their written work in books, but also their conversations. They spoke enthusiastically about how they were interested in their learning, which felt relevant to their lives. Whilst there were some varying levels of attention, when distractions did happen, teachers were able to minimise them and keep the focus on learning for all.

Authentic

Whether children were talking about being a historian, scientist, engineer or athlete, they spoke with great excitement. They could confidently talk about the role of Historians: "learning about the past, discovering new things from 'old' information and how it changes our lives." Children said they liked being scientists as "you get to find out things that people don't know," "work out a theory and then do tests to check if it's right," and one child's eyes lit up when she said that being a scientist enabled her to: "ask questions and work stuff out."

Some children are becoming so comfortable with the states of being, that they could recognise when they were being more than one at once, for example, some were being digital engineers but also authors as they were writing their own script for a podcast.

Rigorous

When speaking with governors, all children could talk about their favourite subjects and specific skills, knowledge and vocabulary that they had learnt. For example, while talking about their learning as historians, children could articulate and explain chronology for different time periods and the use of artifacts as primary sources of evidence. They understood the topics they had been taught and could talk confidently about historical facts including some dates and a level of understanding about why certain events had taken place.

The richness of the curriculum was coherent all the way through the school, with some children talking about how their learning in different subjects had built on what they had previously learnt.

Challenge for the most able children was evident in all lessons. The mastery element for all children was working well, particularly in vocabulary and knowledge, which was clear to see from speaking with children, who demonstrated a high level of motivation to learn. Those children with SEND were supported in class, having had the curriculum adapted to still be both ambitious and achievable.

Nova Curriculum

Governors felt that as they walked around the school, in and out of classrooms, there was a calmness which was evident in classrooms as well as corridors. All teachers were professional, committed, and compassionate. They enabled children to maintain a high level of motivation towards their learning, by consistently providing positive feedback to pupils, handling incorrect answers as opportunities for developments and building children's resilience. Clear objectives for the learning were on display for all pupils, and when speaking with children, governors could see that they understood what they were learning that day.

The Governing Body would like to thank the Nova staff and children for spending time sharing their learning with us: you are all Nova Stars and we look forward to seeing how you continue to use Nova's curriculum to shine!