

## English Link Governor Visit: Autumn 2020

Date: 11<sup>th</sup> November 2020

### Meeting with Elizabeth Eckers, Sally Roycroft, Morna Scales

#### CONTEXT:

**Our Vision:** Every Child will leave Randal Cremer able to excel academically and socially.

**Our Mission:** Pupils at and from Randal Cremer will demonstrate in their social and academic life our core values of love, teamwork, respect, high expectations and equality. Barriers to achievement will not be as used as an excuse for failure but as an imperative for all stakeholders to try even harder to ensure that no child leaves Randal Cremer at a disadvantage when compared to their peers.

**Rationale:** The pupils of Randal Cremer come from a wide range of backgrounds. We are situated in an area with high indicators of poverty contrasted with pockets of affluence and growth. We have a high percentage of pupils entitled to PPG, (75% in some year groups) and also a number of families who are not entitled to Pupil Premium but who are living on low incomes. Our community is diverse with a range of cultural and ethnic backgrounds. In developing our Strategic Imperatives for our school we looked closely at what we want for pupils at and from Randal Cremer. We recognise that the world they are growing up in is rapidly changing and that we do not even know what jobs they might have in the future. We therefore felt it important to look closely at the skills and traits we feel will help our pupils excel in the 21<sup>st</sup> century.

Additionally, as a school we believe strongly that school improvement cannot be brought about by turning inwards, rather we should be working with and alongside other schools, community organisations, universities and employers to develop a learning community that strives to bring opportunities to all our stakeholders and ensures that no child is overlooked or left behind.

**The COVID Pandemic:** As a result of the extreme challenges over the past eight months the school is developing blended learning to support pupils as well as being prepared in the event of any local/ national lockdowns or isolation of 'Prides'.

**Ofsted: March 2020:** "Leaders understand what pupils should learn in all subjects. They have given careful thought to the knowledge pupils need for future learning. This is most evident in English and Mathematics.... Leaders and staff make sure that pupils become confident readers."

#### 1. Curriculum

What are the key aspects of the curriculum for this link	The Write Stuff – Jane Considine (to improve outcomes in writing for all pupils, research and evidence based approach to writing)
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<p>area for this year? ( Ref SDP Priorities 1, 3 &amp;4)</p>	<p>Working towards anti-racist curriculum, using PSHE books for daily discussion, will be using wider range of text with TWS approach once staff are confident with approach.</p> <p>Using google classrooms to offer remote learning and can video writing lessons on this to enable pupils access.</p> <p>The focus has been on writing this term. In the spring term, there will be an increased focus on reading.</p> <p>There is a strong emphasis on phonics as a reading strategy and Daily Supported Reading within Year 1 as it is a Year group we need to look at due to increased number of children with EHC plans and also the children missing the more formal parts of Reception during lockdown. Continuous provision activities have been taken on by Year 1 with Reading to support the transition over from EYFS to Year 1. The phonics has also been a priority for Year 2 and Year 3 to support with decoding new words and become more fluent. Destination Reader has been adapted to cater for more daily reading at designated levels to increase fluency and stamina. Year 2 will also have to submit data for phonics at the end of this term as they are the cohort that missed the Year 1 Phonics Screening June 2020.</p>
<p>How is this being implemented across the different years?</p>	<p>Phase CPD fortnightly to support with any issues in different year groups. EYFS having tailored approach (different CPD videos), fortnightly watching videos as staff and discussing in alternate CPD. Planning monitoring.</p>
<p>How are children responding to the curriculum – areas that engage most/least?</p>	<p>Responding very well to TWS approach so far. Output in writing has improved already and pupils are engaged and enjoying their learning.</p> <p>Editing needs working on to enable pupils to make deepest, most meaningful edits.</p> <p>There is a tailored approach and pupils are enjoying their learning</p> <p>{Governors also saw wall displays of the pupils’ current work}</p>
<p>How are parents being involved in their children’s education e.g. supporting learning. (SDP Focussed Priority 6)</p>	<p>Parent/teaching meetings, home learning sent home, regular communication. Project learning for Friday PM.</p> <p>Communication between parents and staff has increased...a very positive outcome.</p>

	Reading books are now sent home again and a system in place to ensure safety of materials brought from home into school and vice versa.
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## 2. CPD

How is CPD improving your teaching in the classroom ?	TWS CPD is improving my teaching of writing and reading in the classroom. Personal CPD undertaken such as reading about racism is helping me understand barriers children may be facing.
Are any gaps in CPD being addressed? ( SDP Focus 5)	Would like access to Hackney workshops referenced in SDP.

## 3. SEN/Safeguarding CPD focus

What practical provisions have been put in place within the classroom for SEN children?	LSAs working along side, scaffolding, concrete resources, personalised timetables as needed, visual timetables  Lower down the school where there is greater need the children are grouped for reading and phonics to endure tailored teaching and learning. LSAs are attached to each pride.
What support is in place for SEN children for remote learning?	Extra parent communication, suitable work for child to complete independently, personalised curriculum
How do we stay in touch with the most vulnerable children ?	Regular phone calls, check in on Literacy Planet and google classrooms
How do we identify new vulnerable children?	Daily awareness of how children seems, concerning comments made, observations by other staff, children, changes in behaviour/attitudes

## 4. Other

Do the leaders have any areas of particular focus they would like to discuss?	The children are proud of their work and are enjoying the new approach to writing. One positive outcome of the pandemic is the increased communication between parents and staff.
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**Catherine Leech, Vice Chair**  
**Roger Besong, Link Governor English**

