

Wider Curriculum: Link Governor Visit: Autumn 2020: Humanities

Date: 9th November 2020

Meeting with Ruth Stokes & Priscilla Boonin

Humanities: Priscilla Boonin

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 21st 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.... Pupils' wider development is very important at this school."

1. **Curriculum:** 2020/21:Re-structuring the wider curriculum as a more streamlined approach

What are the key aspects of the curriculum for this link area for this year? (Ref SDP Priorities 1,2& 3)	<p>1 – Monthly meetings with Pran Patel focusing on decolonising the curriculum through assessment, behaviour and other strands.</p> <p>2 – Whole school celebration of Black History Month as Humanities is reintroduced in Autumn 2. Work with Hackney Learning Trust to contribute towards Black Curriculum</p>
How is this being implemented across the different years? (SD Priorities 2 & 4)	<p>2 – through enquiry-based learning in Humanities. New enquiry based questions have been included into termly topics that promote anti-racist thinking in school</p> <p>4 – Google Classrooms is currently being set up.</p>
How are children responding to the curriculum – areas that engage most/least?	Year 6 are loving Geography and are really engaged with the lessons. Whole school have begun to teach Humanities in Autumn 2 and the children are enjoying the lessons. As many children enjoy the humanities subjects, this year humanities have been separated into two books to celebrate all subjects – one book for geography/history and another book for RE.
How are parents being involved in their children’s education e.g. supporting learning. (SDP Focussed Priority 6)	<ul style="list-style-type: none"> - Jo sends Weekly bulletins and other important updates when necessary - remote parents evening - weekly texts to parents about children’s behaviour towards their learning (Kentish Town West)

2. CPD

How is CPD improving your teaching in the classroom ?	The introduction of The Write Stuff has been tremendous so far in school. Children are developing a rich bank of vocabulary and are taking pride in their work.
Are any gaps in CPD being addressed? (SDP Focus 5)	Jo and Morna have an open-door policy and have been working well to ensure both children and teacher well-being is addressed.

3. SEN/Safeguarding CPD focus

What practical provisions have been put in place within the classroom for SEN children?	Each classroom has been assigned a group room for SEN children to work in (to support for SEN children who work better in small groups). Visual timetables Resources clearly labelled
What support is in place for SEN children for remote learning?	Google classrooms Purple Mash (online platform, children can feed in their responses) Home Learning Packs
How do you stay in touch with the most vulnerable children?	Phone Calls Physically distanced Home Visits with remote learning packs.
How do you identify new vulnerable children?	CPOMs (on -line sharing of info/ concerns) Pupil Progress Meetings

4. Other

Do the leaders have any areas of particular focus they would like to discuss?	The focus is on being culturally sensitive. Very proactive approach, leading on decolonising the curriculum, working with HLT and Pran Patel
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Catherine Leech, Wider Curriculum Link Governor