

Wider Curriculum: Link Governor Visit: Autumn 2020: PSHE

Date: 9th November 2020

Meeting with Ruth Stokes & Priscilla Boonin

PSHE: Ruth Stokes

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)	1 – Using the No Outsiders curriculum discussion around equality and what being racist/anti-racist means. 2 – To develop No Outsiders through story discussion and weekly sub themes. All teachers are aware of weekly themes and record lessons in Floor Books
How is this being implemented across the different years? (SD Priorities 2 & 4)	2 – through books and story for all year groups N-Y6. Moving forward I would like to add Qs for discussion for each weekly sub-theme. 4 – Google Classrooms is currently being set up.
How are children responding to the curriculum – areas that engage most/least?	2 – Year 2 love PSHE and are most engaged in the Personal Social aspect. But the whole school are taking on the new approach well and PSHE is taught much more frequently and with more focus than last year. Classes also teach specific PSHE needs that need addressing.
How are parents being involved in their children’s education e.g. supporting learning. (SDP Focussed Priority 6)	- Jo sends Weekly bulletins - remote parents evening - weekly texts (Canonbury)

2. CPD

How is CPD improving your teaching in the classroom ?	The Write Stuff has improved writing tremendously across the school. The quality of sentence writing and breadth of vocabulary is wonderful.
Are any gaps in CPD being addressed? (SDP Focus 5)	Jo and Morna have an open door policy. Currently looking for new Well-being lead as Nicola has returned to part time.

3. SEN/Safeguarding CPD focus

What practical provisions have been put in place within the classroom for SEN children?	Visual Timetables (whole class and individual) Now and Next Quiet areas Place2Be training implemented
What support is in place for SEN children for remote learning?	Google Classrooms Home Learning Packs
How do you stay in touch with the most vulnerable children?	Phone Calls Physically distanced Home Visits with remote learning packs. Currently attendance v good.

How do you identify new vulnerable children?	CPOMS-online platform to share information/ concerns Pupil Progress. Meetings (heavily well-being focused this term)
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4.Other

Do the leaders have any areas of particular focus they would like to discuss?	Far more focus on PSHE at the moment (social and personal skills).Pupils' response is very positive. Good atmosphere.
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Catherine Leech, Wider Curriculum Link Governor