

## **Early Years Link Governor Visit: Autumn 2020**

**Date: 16<sup>th</sup> November 2020**

### **Meeting with Duygu Bingul & Marcus Gibson (Leilani Mellows-Facer, Link Governor EYFS)**

#### **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 and staff make sure that pupils become confident readers. In the Nursery and Reception classes, children get off to a strong start. They begin learning phonics straight away. Staff get support to make sure that they follow the phonics programme precisely. As a result, most children build up secure phonic knowledge. Teachers give pupils lots of opportunities to practise their reading. Parents and carers like the opportunities to read with their children in school. Pupils enjoy listening to their teachers read stories aloud. Pupils who find reading difficult get the help they need ..."*

## 1. Curriculum

Are EYFS just focusing on the summary SDP areas below, or the broader “EYFS Curriculum 2019-2020”, as per the RC school website?	Still focusing on broader EYFS curriculum.
What are the key aspects of the curriculum for this link area for this year?	PSHE (personal, social, emotional development), Circle Times, and Wellbeing. Each year group has a book to focus (e.g. welcoming children back to school, not being afraid to be back after so long, re-building relationships, for nurse's first experience at school). Main area for beginning of term, then Communicating and Language: the ability to express themselves.
How is this being implemented across the different years?	First day remote learning for all. All EYFS (reception class) at home starting today (16 <sup>th</sup> Nov.) as Marcus and Duygu are self-isolating.  Learning packs provided for children. Including literacy, maths, physical activities. Practical activities they can do with parents. Letter formation, reading, high frequency words, number formation.
How are children responding to the curriculum – areas that engage most/least?	Pre remote learning:  Social interactions, play where there is space, being allowed to be a child again. Going out – physical activity and movement. Carpet time: eager to learn maths, literacy, phonics. Focus on vocabulary this year which they are using when they play. Get four key words that they incorporate (also sent home to parents). Words like “relieved”, “anxious”....using words in context. Slurp, crackling....link to experiences (e.g. practical literacy lesson e.g. “crackling” and a camping scene.
How are parents being involved in their children’s education e.g. supporting learning.	<ul style="list-style-type: none"> <li>• Weekly reading books and handwriting sheets sent to parents.</li> <li>• Parents workshops last year – including how to read with your child effectively.</li> <li>• Tapestry: platform where teachers add observations of children, parents can also add photos and comments.</li> <li>• Teachers also phone parents to check-in, if they want a conversation.</li> <li>• Parents evening end of last term.</li> </ul>

## 2. CPD

How is CPD ( <i>continuing professional development</i> ) improving your teaching in the classroom ?	Mixture of online and together. Focus on new writing curriculum (the Write Stuff). Really clear training and to the point. Whole literacy plan now based on the Write Stuff. Really engaging. Children seem to be benefiting from it.
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Are any gaps in CPD being addressed?	Usually have more meetings with the broader EYFS teachers/teachers, harder in current environment. "Informal" training....by learning from others.
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### 3. SEN/Safeguarding CPD focus

What practical provisions have been put in place within the classroom for SEN children?	<p>One child with EHP plan, one applied, a few children with concerns that have been flagged approx. 5-7 out of 35 children.</p> <p>There are many different provisions for SEN Children. They each have a daily physical literacy activity- where they get the opportunity to develop skills, such as communication &amp; language and physical development. The children get to use the PE apparatus but with a much smaller group. It allows them to develop physically and it is to help with their confidence and awareness (particularly of dangers/risks). There are also areas set up in the classroom where the children can use play dough (for physical development - particularly for fine motor skills).</p> <p>Yoga and dancing is also provided during choosing time and the children are provided with mats, ladders, climbing frames, peg ladders etc outside.</p> <p>They are also supported with a daily visual timetable during the day. Most of the activities are open ended so that all children can access them.</p>
What support is in place for SEN children for remote learning?	<p>Activities are open ended so SEN children can also/still access.</p> <p>Calendar sent to SEN families on relevant activities and stories.</p>
How do we stay in touch with the most vulnerable children ?	Meetings with parents. Soon to start calling more regularly as now remote.
How do we identify new vulnerable children?	<p>Observation, especially in the first week of school/term. Physical, diet, language, personal, etc.. Any behaviour patterns/changes. Next steps identified for all children, can start to observe any changes/deviations from this.</p> <p>After first couple of weeks of term note sent to SENCO for any to initially flag.</p>

### 4. Other

Do the leaders have any areas of particular focus they would like to discuss?	<p>Parent contact in EYFS is very important, which is obviously really challenging at the moment.</p> <p><b>LMF: EYFS policy document on RC website last produced 2017 and reviewed February 2019. Is this the latest version? Check with Jo.</b></p>
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	Focussed Priority 1	RAG	Focussed Priority 2	RAG	Focussed Priority 3	RAG	Focussed Priority 4	RAG	Focussed Priority 5	RAG	Focussed Priority 6	RAG
July 2019 July 2020	To develop an anti-racist curriculum.		To develop a 'No Outsiders' approach to teaching Relationship Education.		To improve outcomes in writing.		To develop our remote learning offer.		To embed compassionate and ethical leadership at all levels.		To enhance the communication and involvement of parents across all aspects of school life.	
 Autumn	Schedule of meetings established. Audit of curriculum. Share reading with staff who are interested. Develop an active working party. Work Clodely with The Teacherist to look at our structures and systems.		Develop a yearly cycle of subthemes. Ensure there are the resources to back up the teaching. Share resources with parents. Make sure everyone knows what the weekly focus is.		Adopt the Jane Considine approach to writing. Deliver on-line and in person training. Baseline the standards in writing at start of Autumn Term and review termly. Ensure writing is linked to high quality texts.		Adopt Google Classroom Train staff in using it to maximise learning both remotely and in school. Ensure there is enough tech to support children remotely. Ensure staff understand that remote learning is not just on-line.		Take part in compassionate leadership workshops organised through Hackney. Challenge instances of negative language being used about children and staff – flip it to what this tells you about the child/adult. Ensure leaders at all levels are compassionate towards themselves including work life balance.		Build on the learning from lockdown – phone calls, clear communication through both text and video. Develop the use of Google forms so that parents voices are heard and listened to.	
Review												