

## Maths Link Governor Visit: Autumn 2020

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

### Meeting with Jo Riley

#### **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 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 area for this year? ( Ref SDP Priorities 1, 2 &4)	For the first few weeks the lessons were based on revision of what they had learned before the lockdown. This term is based on place values which will help with the other maths curriculum areas. A blended learning plan is in place if children have to go into isolation.
How is this being implemented across the different years?	Google classrooms is now up and running to offer remote learning for the pupils.
How are children responding to the curriculum – areas that engage most/least?	The children are enjoying the maths lessons a lot more.  The children are responding very well to the learning and improvements can be seen throughout the year groups.  With the Year 6's around 65% are where they should be and a few have slipped back but this is due to the lockdown.
How are parents being involved in their children's education e.g. supporting learning. (SDP Focussed Priority 6)	Parents are more active now, home learning sent home, regular communication. Project learning for Friday PM.  Communication with parent has increased which is a positive outcome.  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.

## 2. CPD

How is CPD improving your teaching in the classroom?	The planning of the lessons has been stripped back and the quality of the lesson have improved and will be rolled out across the school after the training for writing.
Are any gaps in CPD being addressed? ( SDP Focus 5)	

## 3. SEN/Safeguarding CPD focus

What practical provisions have been put in place within the classroom for SEN children?	Having personalised timetables and visuals timetables in place. Also having a LSA to assist.
What support is in place for SEN children for remote learning?	Individual packs and regular phone calls and google classroom.
How do we stay in touch with the most vulnerable children?	Regular phone calls, check in on and Google Classrooms
How do we identify new vulnerable children?	Changes in behaviour, observations by staff members and peers.

#### 4.Other

Do the leaders have any areas of particular focus they would like to discuss?	Would like to get all children to age expected.
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Glaize Wallace, Link Governor Maths  
 Jo Riley, Head Teacher