

Governors Monitoring Visit - 2021/2022

Focus Monitoring Area: **Curriculum**

Name of Governor: Sophie Kingscote

Names of Staff: Amy Pugh

Student Council member (*if applicable*): N/A

Date of Visit: 10 Nov 2021

Focus Area + Reference to SOP priorities:
Quality of Education (SEF 1)

Follow up points from last monitoring visit:

- How is the transition from theme to subject books going?
All subjects have their own theme books; was an expensive outlay initially but Amy thinks they're working well and children are already starting to talk about subjects in their own right.
- Subject progression ladders
In the June INSET progression ladders were re-designed to include big ideas to ensure that knowledge builds upon knowledge and works towards clearly defined end goals.
Using progression ladders subject leaders identified what should be taught in each year group and when to ensure a coherent and cumulative journey
- Parental engagement post-covid
There's a crossover here with the work Lucinda does (eg parental engagement programme). Amy has sent out a google form asking parents about their skills and funds of knowledge that could be brought into school. Each year group has had a welcome meeting. By moving away from themes the school is looking at alternatives to the theme shares that used to take place. The current thinking is about showcasing certain subjects, however this has yet to be confirmed.
- Reintroduction of Kingsholm University.
This will be starting again, following covid delays, on 19 November. It has been cut down to 4 weeks as obviously there is a need to balance time for everything else across the curriculum as well as covid restrictions.

Findings and Evidence seen

A lot of time was spent at the June INSET planning for the **shift away from themes and moving to subjects**:

- Subject leaders aligned to subjects as subject experts
- Re-designed progression ladders to include big ideas to ensure knowledge builds upon knowledge and works towards clearly defined end goals
- Using progression ladders subject leaders identified what should be taught in each year group and when to ensure a coherent and cumulative journey
- Using Rosenshine's principles to create MTPs
- Emphasis on keeping creativity even though themes have gone
- Planning trips/experiences

Amy showed me an example of the **knowledge organisers** they are now using for each subject. Children have copies at home to help consolidate their learning and they are referred to in class for regular recaps.

The subject leads have worked hard at creating a **Teaching and Learning guide** for their subject. These guides all begin with the intent for that subject and then go on to explain how it should be implemented across all key stages. It also includes information on assessment, SMSC, class room displays, ways to include creativity and different experiences, links to extra resources and information, links to outdoor learning,

home learning etc. Amy describes these guides as the 'gold standard' for teaching that subject and they are incredibly thorough. They are also used for monitoring purposes - can we see evidence of what is in the guide in their books? This **monitoring** happens every Tuesday. One subject a week and alternate years (either odds or evens) to ensure that it is evenly spread and Year leads don't feel under intense scrutiny. The key is very much to create an environment of mutual support and help - this is a big change, is any extra help needed?

Curriculum improvement plans have been changed slightly. For each subject, these now include context, strengths and areas for improvement in much the same way the whole school one does. The aim of this is to smooth transition if there are staff changes. Both short and long term aims are recorded which makes it much easier for someone to pick up and understand. I saw science as an example and it was incredibly thorough.

Amy and I went for a walk around school which was fantastic. It was Science day so the children had been allowed to come to school dressed as scientists and they were all doing experiments. There was a wonderful buzz around school and all of the children I spoke to were able to tell me about their learning and were clearly enjoying it.

Questions/follow-up points for discussion with head teacher and for future visits:

For second 2021/22 visit:

- Assessment - is there a clear policy for different subjects? What does it look like? How will progress be measured across subjects?
- How is the collection of funds of knowledge going? Was there much parental response? Have subject leaders been successful making links across the community? What is being planned as a result of the findings?
- Have a chat with some children. Can they talk about different subjects? Do they feel they are building on prior knowledge?

Date for next visit:

TBC