**Cleves Visit Subjects - Summer 2021**

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| **Trustee** | **Penny Alford** |
| **Subject Lead** | **Jess Arpasella** |
| **Date** | **9/6/21** |
| **Subject** | **Literacy** |

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| **QUESTIONS** | |
| How long have you been subject leader? | 7 years |
| Were you given sufficient training to be subject leader? | Background in TEFL and languages - worked with literacy consultant (Claire Jobe) who has now left but learned lots of things. Lots of courses on reading and writing. |
| Who do you go to if you need support? | Depends on what it is regarding - Liz Earle was very useful initially but also refer to Chris and Craig. |
| Do you feel well supported? | Yes - definitely! Can’t say enough on this! |
| What steps have you taken to bring improvement or add value to the subject you lead? | Working with year 3 initially - increased amount of reading material. Introduced guided reading to bring up the writing scores. Reading wasn’t taught explicitly before Chris joined the school. Worked with Lindsay Pickton and introduced guided reading. This then linked into better outcomes in writing too. Retrieval and inference built into this.  More recently brought in whole class reading to close the gap. Discussed the video recently shared with governors.  Looking at reading approaches - experience of enjoying a whole novel and not just extracts. |
| Can you explain the curriculum intent for the subject for children’s four years at Cleves? | Promote positive attitudes to reading, writing and speaking - creative focus. Exciting and relevant topics. Balance of genres. Cross-curricular links - writing in context. Broad and balanced curriculum. |
| What have you done to implement it? (Can you give one or two examples.) | See video shared with govs regarding whole class reading.  ‘Sounds Write’ - spelling strategies. Linguistic approach. Saw it in action at another school. In every single year there is someone being trained on it. |
| What impact are you aiming to achieve over children’s four years at Cleves? | Improved spelling strategies  Reading standards increase - SATS  Better understanding of what they are learning for pupils and why - confidence and inspired pupils. Transferable skills into other subjects  Progressive, sustainable learning |
| How do you know you’re on track to achieving that impact? | Book looks with Chris and Craig  Planning - scrutiny  Monitor as above  Lesson observations  Pupil and staff voice |
| Do you get the opportunity to carry out any monitoring (prior to Covid disruption?) | As above |
| Do you keep evidence of your own work and of children’s work samples? | Yes - book looks  Scan examples to share  Special writing books - children proud of them |
| How would you describe outcomes in your subject area? | No SATS for two years now.  Reading and Writing are above NA. Reading has dropped slightly which is why they have introduced new approaches.  Some discrepancies with PP and SEND - works with year leaders on this |
| Why do you think identifying key knowledge is important? | Helping teachers plan and pupils learn. At the start of each unit there are retrieval tasks - eg - features of a genre. Built into planning |
| How do you build in retrieval? | Learning journeys - can see where the learning is going |
| How do you support colleagues? Can you give an example? | Delivered INSETS on grammar when assessment changed  Support parent workshops  Specific 1:1 support as needed - have done sessions with NQTs / new teachers |
| What next for your subject – is there scope for even more? | Embedding new strategies - eg sounds right - and whole class reading  Trying to get the consistency there |
| How do you link your subject into other subjects’ curricula? | Cross-curricular focus - eg - writing for different purposes |
| Does safeguarding feature in your curriculum – and if so, how? | Content of topics - eg - WW2 texts and discussion of war  Bereavement in books and awareness of impact on children  Conversations around relationships and safety as they emerge via texts |