

NOVAC (Note of visit and contact)

School:	Hunslet Carr Primary School	Date:	13.10.2021
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Headteacher:	Martin Lumb	Link Adviser:	Jackie Reid
Visit Details:	Learning walk to monitor writing and consistency of classroom environments		

Purpose of the visit and focus of the support or training:

For the SIA, the HT, the AHTs (EYFS, Y1-Y3, Y4-Y6) and the curriculum leader to spend time monitoring writing across the school, to check consistency of classroom environments, quality of inclusion in QFT, behaviour management strategies and update about curriculum development.

Outcomes/Summary of the visit:

Inclusion evidence

- communication friendly by using black screens with white text,
- 3 x 5 minute readers weekly with TAs (target children),
- children with autism catered for within QFT and own areas of provision,
- SEND plans visible (child friendly target mats on tables),
- Attractive intervention areas (Covid recovery)
- Successful use of PECS and visual timetables for children with autism.
- Independent learning – 3 before me, excellent TA's working the room and making all ability groups work for themselves,
- Children new to English have visual clue cards to help learning routines
Anchor charts used in all classrooms – expectations, routines, learning
- Children with SEND join the same teaching input, with additional resources eg. magnetic letters, limited examples,
- There is an intensive nurture space in the conservatory, where children with complex SEND spend time to calm and settle using sensory materials and intensive interaction with the highly trained adults. Some of the children with autism are accessing parts of lessons, followed by time in this provision.



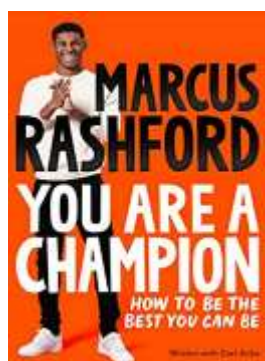
Behaviour/PD evidence

Perservering Panda Bear shows Nursery to Y3 children how to show and understand positive learning behaviour, perseverance, and resilience. Cuddly panda bear rewards are given to the star learner of the day/lesson to have on their table, class pandas check for lovely work and the large whole school panda bear 'lives' with a different class each week (who have shown great resilience).



When asked about what being a 'persevering panda' meant, most children could describe carrying on with tasks even if they were hard. One child in Reception said "We have to keep trying and trying and trying." Another child referenced the quote which is everywhere in school "I can't do it yet.

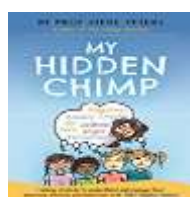




The school ethos links so clearly with Marcus Rashford's book that some displays are now waiting to be replaced by the inspiring and motivational quotes from his book. Y4 -Y6 are encouraged to be champions in everything they do, and they can earn a Champion badge to wear for the day. One child in Y4 showed us his badge from way across the classroom.

"From the very first sentence in the book, we knew this book was written for our children. Every quote from Marcus Rashford and every experience he has been through links directly to our children. It is almost as if

Marcus Rashford had spent a day in our school before writing the self-help book. It speaks to our ethos; it is our ethos. Impossible is Nothing!"



The Inner Chimp - all staff are trained in this approach to help children to recognise negative feelings and behaviour and to help with the self-regulation of them. The posters and books help as reminders to the staff and children.

Curriculum development evidence

- History timelines are visible in some classrooms
- Y1 Geography – the children went to visit Lyme Regis (comparison to Hunslet/Leeds) in a helicopter and used Google Earth to home in on the coastal town. The children that they live in the North and that Lyme Regis is in the South. History link – Mary Anning came from Lyme Regis.
- Every class has a scientist's white coat for children to wear and the current, topic linked vocabulary is written on the coat.
- All long-term curriculum planning runs from EYFS to Y6. Subject have been liaising with the EYFS leader and spending time in EYFS

Discussion with Matthew, the curriculum leader. Previously we met in May 2021 and Matthew updated me on progress since then.

- *Computing* is being taught weekly now, using a scheme called "Teach Computing." This gives lesson by lesson plans and it also has skills progression sheets. It also suggests software and online sites. Children's work is stored online.
- *Art & DT* has been supported by the LA consultant and CPD on sketch books has taken place, so children's sketch books go through KS2 to show progress over the years.
- *Assessment* in foundation subjects uses knowledge organisers to help children learn more and know more. Then at the end of a unit/topic there are low stakes quizzes.
- *PE* is taught through using the Real PE scheme, which also covers lots of positive mind set content.
- *Music* will be taught using the Charangha scheme which is very useful for non-specialists. The choir is set up again and looking forward to Christmas events.
- *Science* – the bespoke planning pack made by the leader has been updated after feedback from teachers.
- *PSHE* is taught using the Mind Mate lessons and there is a strong link to The Chimp approach and resources.

Matthew has made subject leader files with policies, planning, and non-negotiable expectations about lesson content where applicable. Quality texts are used as drivers whenever possible. Lesson structure includes flashback about previous learning, timelines, plenary ideas, and low stakes assessments. The termly topic booklets are also a comprehensive tool for all teachers (including EYFS) and the reviewing of topics helps to shape the booklets for future use. Teachers have one day out of class to work on planning with their phase colleagues before a new topic begins. Matthew spends lots of time meeting with the teachers and subject leaders to ensure that there is support and consistency across the whole school's curriculum offer.

Children with SEND's learning and understanding is not limited by writing. There are many inclusive 'hooks' to support the learning and recording: such as scaffolding, labelling, using captions, timelines, pictures and concrete objects. Also, pre-teaching concepts and content of lessons often helps lower ability children to feel more comfortable on entering their learning.

EYFS planning makes sure that there is progression between Reception and Y1 topics. All subject progression maps include EYs content.

During Covid lockdowns children were required to do some core learning and a physical activity, plus some foundation subject learning every day (topic weeks still happened).

Curriculum progression is helped by careful positioning of topics eg. Y1 learn about Mary Anning in Y1 and this links to the Great Fire of London topic in Y2. Leeds Kirkgate market is compared to London during the time of the fire. There isn't any contriving to make learning chunks fit in some way. Discrete teaching in stand alone lessons deal with this scenario.

In terms of support and CPD for ECTs, Matthew supports them through drop-in sessions after school, by always having an open-door approach and through staff surveys. This keeps workload to a sensible level, by having collaborative and transparent professional relationships. All leaders are proud that curriculum development work continued throughout the Covid disruption of the past two years.

Phonics and reading evidence

- Tippee tent for "reading rockstars" in KS1
- Phoneme families displayed in displays and on table mats.
- Phonics writing is done in handwriting books.
- Phonics non-negotiables and the school's bespoke phonics scheme make sure that all adults teach with consistency and agreed language.
- All classes have a chart showing book band levels, matched to phonics.



<u>/ai/ Phoneme Family</u>					
ai	ay	a-e	a	Rare	
rain train pain nail snail	day play say tray crayon	ate made take make snake	acorn angel apron baby later	ea break	ey grey
				eigh eight	aigh straight
				ae sundae	ei rein

- Interactive phonics teaching was seen in Reception class using visual prompts and 'magic writing fingers.'

- Book areas show categorised by book type, and adult's and children's book recommendations
- Banded, early reading books have been sorted, so that they match the phonics phases and CEWs
- Author, Tom Palmer was visiting Y6 to share his life story and books. The children had just finished reading one of Tom's books as a class reader.



Early Years

- There is a time for writing area, which has familiar books that the children enjoyed in Nursery.
- The secluded, comfy area, under an archway is for Reception children to take themselves to when they feel sad, angry, frustrated etc... This is proving to be very successful for helping the children to recognise their feelings and to work their way through it personally.
- The enhancement of provision areas is working very well. The leader spoke about the amount of time that the staff in EYFS have spent modelling learning behaviours and interacting in the areas of provision. The links between adult led input and activities in provision is strong. We saw some children independently making repeated patterns on maths boards.
- The role play area is a doctor's surgery and children could be seen 'writing' prescriptions.
- There are morning meetings every day, with all staff present, so that adults can discuss the day's learning intentions and the needs of individual children.
- In the outdoor area, the emphasis is on physical movement as it is the beginning of the year. There was a digging area, along with a mud kitchen to encourage gross motor skills. There was also a marrow in the tool shed, children were hammering nails into the flesh with great gusto!
- The EYFS leader spends some PPA time with the Nursery teachers, ensuring that there is progression of skills from Nursery to Reception, especially in phonics and reading activities. Topics will be shared, then planning and resources can show continuity.

Writing evidence

- Talk for writing washing lines were clear, well presented and therefore used successfully, to build stories through the imitation, substitution, and invention phases.
- There are several 'hooks' to help children enter and journey through their learning independently, such as informative anchor charts, table mats showing key words, letter formation, spelling families, and subject/topic knowledge table mats,
- Handwriting and neat presentation are important, and the younger children begin to write on handwriting lines as soon as possible. The flip chart paper also has the same layout, so that adults can model letter formation.

- Sample of writing books from lower attaining pupils in Y2 and Y6 were scrutinised. Progress within the first few weeks of the term was obvious to see and adjustments to the learning hooks and templates showed good inclusion.
- The EYs and KS1 leaders were full of anecdotal information about individuals and how much progress they have made through their journey in school. Some children who showed massive vulnerability and had barriers to learning were communicating well with the written word.

For consideration:

- Should there be a History timeline in all classrooms to ensure consistency?
- The SLT were holding a staff meeting that evening when teachers will be given a checklist with learning environment non-negotiable features. They will audit their classrooms according to the agreed requirements and make any necessary changes.
- The HT has arranged for school to remain open after school on Thursday, 21st Oct so that teachers with gaps on their checklist will work with teachers who have the best learning environments to bring all classrooms up to the expected standard. Food and refreshments will be provided for all staff.
- The HT has arranged for a planning clinic, on Friday, 22nd Oct for staff who want to run their lesson ideas for Tuesday, 2nd and Wednesday, 3rd November past our best teachers. Food and refreshments will be provided for all staff who stay behind.

Distribution list

Headteacher, Link Adviser, SSIA