

## Governor Questions 4/7/21

- *GDPR - was any data shared before consent was obtained, or is this concern more about access to mailing lists and the message coming from the platform before we'd had chance to let the parents know?*

We have referred the case to the DPO. Essentially the company shared the information before we could get the information out to the parents telling them to expect an email. The concern is more about access to mailing lists. I felt that they had just jumped the gun. The DPO found the following:

"I contacted the ICO and they agreed with my findings, if ATOM did not state that they would be sharing parents data during the trial (which I cannot see that they did) then it is a data breach.

We cannot make a complaint on behalf of the school (it can only come from the data subject) but if a parent would like to complain about how their data has been used then they can complain to the ICO"

- *It's been good to see the adverts for the summer fair around the area on the estate agent's boards. How did this arrangement work, and have we had much interest?*

This all comes through ALSA – the PTA. The estate agents essentially sponsor the boards for the advertising. The summer fair is usually quite popular.

- *In the SDP you reference that a new monitoring timetable has been set up to address subject priorities. Can you provide a little more information as to where you see the priorities by subject and how you intend to implement the monitoring and measure the impact?*

The monitoring timetable is quite general – it is essentially given staff an overview of what is expected for a subject leader over the course of the year. I have added a copy to Gov Hub for your perusal.

The key findings that keep coming up in Subject Leader monitoring are children's ability to understand and remember key technical or subject specific vocabulary. This will be a main focus next year. This is measured largely by pupil voice, where staff have asked children about this vocabulary and found that often they couldn't remember it or were unable to define some of the words taught. This also links to writing in general, where children's increased understanding and memory of a wide range of vocabulary should have an impact on writing standards as a whole.

The subject leaders have been asked to put together subject specific action plans for the autumn terms which will lay out their key expectations for the year.

- *What is your view around the SDP priority “raising outcomes for boys” in the context of the latest data set where boys appear to be outperforming girls in reading and maths?*

The data shows that we follow the classic boys verses girls trend e.g. boys writing is not as strong as girls writing, with the opposite happening in maths and reading. Interestingly, a quick search of research surrounding boys and girl’s maths suggests there is a close link between stronger early readers and better results in maths. These children are more likely to go into stem subjects as a career.

This means that quality early reading and phonics teaching must be high so that all children get off to a really strong start (which is one of the reasons we have begun Read Write Inc and sort support from the English hub). We also need to develop our approach to maths, which we are looking to do through a mastery provision and white Rose Maths – essentially this is about giving children plenty of opportunity to practice, have a strong grasp of number and use maths in a variety of different contexts.

Writing also needs some thought. We want to develop the children’s language to support this further but also give meaningful opportunities to write and start to develop children’s ability to write at length, without distraction.

- *Should we be applying some of the successful strategies (e.g. book club) to girls also? How does this impact your thinking around the SDP for 2022/23?*

Yes. Book club really started to support a small group of reluctant boys and proved to be quite successful. The idea was that we wanted these boys to feel like readers and start to enjoy books. Most of the children were not read to at home by their dads, so having this interaction with a mail member of staff was important. There is no reason why we can’t expand the same programme to girls and all reluctant readers.

- *In the HT report you reference the current years 2 and 3 (as a couple of the year groups most affected by Covid) having access to additional support from a TA to do focused work in small groups. Can you expand on what this resource might look like in terms of how you will target the resource (based on data) and how you will measure the impact?*

Children will be identified as those who are falling behind from their starting points e.g are not making the expected progress, or are below expectation for the age group. The intention is to introduce short term interventions that focus on a specific element of the curriculum to fill in the gaps. For example, a specific grammar, spelling or number issues. We want these to be short focused interventions and not a long term solution. What I want to avoid is taking children out of lesson time for extended periods meaning that they would be missing essential time in class.

We will also continue with Book mark (online mentored reading sessions) and the NTP (national tutoring programme) to support the ppg children.

- *There is reference in both the SDP and HT report to the 2022/23 SDP. While I recognise the work is yet to be done and we will discuss in the Autumn term are you able to summarise your current thinking as to headline priorities?*

#### Key thoughts

Develop children's subject specific and wider vocabulary.

Improve children's opportunities for oracy and development of spoken language (as above).

Improve access of all children to positive representations of themselves e.g how are people of colour, Asian or ethnic minorities represented in the curriculum? (this also links to developing the library/stock of books and wider access to quality reading books)

Develop a mastery approach to Maths.

Improve outcomes and provide greater stretch and challenge for the more able