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| **Subject/area** | **Brief description** | **Contact person in school** |
| Safeguarding, well-being and attendance | Gain an deeper understanding of what is done to keep children safe and to create a climate where they are happy and ready to learn | Susan LishmanMary Nicholls |
| Computing | What are the new expectations of the National Curriculum for computing? What ICT resources does the school have and how are staff up-skilled to deliver lessons? How does computing link to other areas? | Guy RundleKalonji Mulowayi  |
| Assessment | What does ‘life after levels’ look like? How do teachers know what children can do, what do they do with the information and how are gaps addressed? How do teachers mark books and feed back to pupils? What is the role of the pupil and the parent? See Assertive Mentoring in practice.  | Daniel Nelson/Kelly BewickMarie Bartley |
| Mantle of the Expert | What exactly is MoE? How do teachers use drama to teach? What impact does it have on the children’s learning? What do the children and staff think about it? | Ian Gorman/Jacqui HodgsonDaniel Nelson |
| Early Years | What does our ‘baseline’ assessment tell us? How does play help children to learn and develop? What are children expected to know and be able to do by the time they leave reception? How do we engage parents? | Shelley Hynds/Jodi LowtherRazmin Begum |
| Maths | Find out about the Maths Makes Sense system – what is Guided Practice? Why the emphasis on partner teaching? How do we challenge all pupils? What’s with the cups? Why the strange vocabulary? | Daniel NelsonNicola Hall |
| English | What is ‘Talk for Writing’ and why do we use it so much? How are teachers addressing the raised expectations around spelling, grammar and punctuation (SPAG)? What is phonics and where and when is it taught? | Guy RundleJohn Carr |
| More able and Talented | How do we identify pupils who are more able and what do we do about it? | Guy RundleMarie Bartley |
| Sport and extended schools | How do we use Sports Premium funding to provide the best opportunities for children and encourage a healthy lifestyle? What role does The Turf play in the school’s extended schools provision and how does it link to the wider community?  | Daniel Nelson/Lee Breheny/Marie BartleySusan Lishman/Jimmy Rogers |
| Science/Forest Schools | What do we do to encourage children to be inquisitive? How do we teach science and what links are made to bring science to life? | Ian GormanDaniel Nelson |
| The Arts | How do we use visits and visitors to enhance the curriculum? How are art, music, dance and drama delivered? How do we spot and foster talent? | Miranda ShawMary Nicholls |
| Inclusion | How do we identify and support pupils with additional needs? What financial resources are available and how are they deployed? How are children and families with English as an Additional Language welcomed into the life of the school? | Gillian HowdenMaka Bekurishvili |
| Religious Education, valuing diversity and developing core valuesPupil Premium Impact**As a link governor, you would meet with the allocated member of staff to find out more about your subject, spend time in classrooms and get a sense of how your link area is developed on a day-to-day basis. You would not be expected to formally observe lessons or form judgements about the quality of teaching.** | How do we teach religion in a multi-faith school? How are empathy, understanding and tolerance encouraged? How do we work with the wider community to develop multi-cultural links? What are the core values that shape our school and how are they developed across the whole school community? How do we ensure Pupil Premium funding supports all disadvantaged pupils to achieve highly? | Kelly Bewick, Tracey Caffrey, Susan LishmanDave Douglas |