



Governors at Church Drive Primary School

The Role of School Governors

The Department for Education defines governors as:

‘the strategic leaders of our schools [who] have a vital role to play in making sure every child gets the best possible education.’

They exercise four key functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils;
and
- Overseeing the financial performance of the school and making sure its money is well spent.
 - Ensuring decisions take into account the views and experiences of stakeholders.

Our Governing Body

Chair of Governors-Mrs L.Christiansen

Vice Chair- Mr K.Smith

Headteacher-Mrs J.Jones

Wellbeing Governor (Staff and Pupils) – Mr A.Heayns and Mrs A.Taylor

Attendance Governor – Mr A.Heayns

Data Governor – Mr K.Smith

Safeguarding Governor – Mrs N.Hardie

Vulnerable Groups Governor – Mr K. Smith

Staff Governor-Mrs A.Taylor

If you would like to contact the Chair of Governors you can do this via the school office by emailing schooloffice@churchdrive.wirral.sch.uk.

- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

The starred (*) content above will not be applicable to ancient languages

Curriculum Implementation

This is how it works in KS1:

- Language teaching in KS1 is ad hoc and informal. Children, for example, are encouraged to answer the register in a different language and are taught different greetings.

This is how it works in KS2:

- Planning is based on a progressive curriculum from the 'Hola Espanol' scheme of work, but previous assessments give a starting point for individuals.
- Planned teaching for at least three hours per half term, in some year groups this is broken down to 10 x 30-40-minute lessons, in others the teaching is done in blocks.

This is what adults do:

- A progressive curriculum with areas of vocabulary revisited and built on each year, with a clear progression in core skills of reading, writing speaking and listening.
- Planning documents give clear guidance on ways to teach and revise speaking and listening.
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This is how we support and ensure access for all children:

- We use teacher and self-assessment to quickly identify children who may need additional support in specific areas. They then

	<p>receive immediate support to ensure they have sufficient skill to access the learning.</p> <ul style="list-style-type: none"> ● Work may be differentiated either by providing additional resources or more structure to enable the taught skills to be developed. Some tasks will be the same, but the children will be grouped so that children have access to good language role models. ● Grouping them with good language role models ● Facilitating pre-teaching to introduce vocabulary ● Providing appropriate vocabulary flash cards ● Providing visual/practical resources to support understanding ● Use of a range of digital resources/videos to reinforce understanding ● High quality communication with other staff working with same pupils. <p>This is how we challenge:</p> <ul style="list-style-type: none"> ● Work may be differentiated to provide further challenge and extension.
<p>Curriculum Impact</p>	<p>This is what you might typically see:</p> <ul style="list-style-type: none"> ● Happy and engaged learners ● A variety of techniques used to encourage active engagement – games, role play and songs. ● Engagement and perseverance ● Self-motivated children ● Children talking about, sharing and reflecting on their learning <p>This is how we know how well our pupils are doing:</p> <ul style="list-style-type: none"> ● Displays of work in classrooms ● Mistakes/misconceptions ● Book looks and discussions with children ● Targeted use of TA’s noting and recording observations of individual children <p>This is the impact of the teaching:</p> <ul style="list-style-type: none"> ● Children who are excited about learning a foreign language ● Children who can gain an insight on the similarities and difference between different countries. ● Children with developing confidence in their ability to communicate orally and in writing in a foreign language.