

- 1) This plan is designed to work alongside the School Development Plan.
- 2) Governors will monitor and support the school priorities as identified in the School's Self Evaluation, and articulated in the 2021-22 School Development Plan. These are:
 - Quality of Education
 - Behaviour and attitudes
 - Personal Development
 - Leadership and management

In order to achieve this, governors will be attached to a particular class in the school as follows:

- Reception and Year 1: MP
- Years 2&3: TL
- Years 4&5: FG

As chair, TM will monitor across the whole school, with a focus on learning outcomes and leadership and management.

Governors will agree the focus of the visit (from the SDP) in advance, with the class teacher. When visiting, governors will look at straightforward evidence of the area of focus for the visit. This will include, but is not limited to: work on display, conversations with the teacher and learning support professional, conversations with children (where appropriate and possible, as advised by the class teacher or LSP) work in books, intervention record, artefacts, assemblies, performances and achievements.

- 3) Governors will also undertake the monitoring of these 'whole school' areas:
 - SEND and PP: MP
 - Safeguarding and general compliance (including website): JZ
 - Buildings and H&S: TL
 - Leadership and alignment to MAT intentions and aspirations; budget: TM
- 4) Whole-school areas monitoring and supporting will be by means of:
 - Visits to assemblies, celebrations and events
 - Learning walks with staff

- Visits to classrooms and work sampling
 - Reports from the Head of School
 - Reports from other persons re compliance where appropriate.
- 5) Following any visits, Governors will complete a short report which will be signed both by the Governor and member of staff concerned; these forms will be copied in electronic form to the Clerk to the Governors and the Chair.
- 6) Governors have a responsibility to ensure that they give attention to their own training needs. The Governing Body will receive presentations and training sessions during the year from staff with the school and the wider MAT who have specific responsibility. They may also attend conferences, exhibitions and specific training sessions (including on-line training) as appropriate and available. Online training will also be signposted by the chair

Strategies

Strategy	SDP ref.	Governor focus	Actions
<u>Quality of Education</u>	1.	Curriculum development HoS to advise TM who will visit to monitor actions and outcomes within classroom practice MP will monitor impact on SEND and PP pupils. Personal development and curriculum outside the classroom: FG Marking and feedback (all) Development of work at greater depth (all)	Classroom visits to view curriculum in action and to view outcomes of children's work and progress. Conversations with staff re the issues around implementation and pupil impact. Report on impact and emerging outcomes. Presentation to Governors by HoS outcomes and impact of curriculum. Govs will view pupils' work TM will undertake Learning walk with HoS to monitor consistency Govs will receive periodic impact report from HoS.
		Governors will monitor the programme of staff development and training via reports from HoS and, on occasion, attendance at training sessions where appropriate and possible.	Govs will receive reports from the HoS on the scope and impact of training programmes. T.M. will undertake Learning Walks with the HoS focussing on consistency of teaching and high expectations; celebrating and recording good practice and areas which could improve still further. TM will monitor availability of resources in conjunction with the MAT Board.
	1.2	Consistent and sequential curriculum /greater depth.	T.M. will work with HoS to understand the aspects of development and monitor implementation in the classroom.

			Governor visits will identify successful classroom outcomes.
	1.3	High expectations	Focus for all visits.

<u>2. Behaviour and Attitudes</u>	SDP ref	Governor focus	Actions
	2.1	Evaluating feedback	Reports from HoS (including surveys) and observation of
	2.2	Pupil Leadership	Pupil leadership opportunities in action (visits).

<u>3 Personal Development</u>	SDP ref.	Governor focus	Actions
	3.1	Curriculum opportunities to challenge extreme views, promote civil duty and citizenship.	Visits to classrooms and school in general. Displays and children's work and discussions. Assemblies.
	3.2	Pupil Leadership	A visiting govs. will note and report upon good practice. .
	3.3	Citizenship	F.G. to liaise with HoS and other appropriate staff to understand and report on any development of PSHE policy, also to be familiar with any documentation. JZ to ensure that the schools' website is compliant in this respect. All governors to observe relevant examples of curriculum in action in classrooms.

<u>4. Leadership and management</u>	4.1	Adaptive teaching	Governors will observe examples of groups of pupils receiving targeted teaching to promote retention and work at greater depth. Evidence to be signposted by the class teacher and /or LSP.

	4.2	Feedback	TM will view evidence on accompanied learning walks with HoS
	4.3	Foundation Subjects	Governor visits will seek evidence of good practice and high expectations in <u>Foundation Subjects</u> . Also TM as in 4.2 above.
	4.4	Maths	Governors will enquire into and view work in Maths in their classes. TM will also monitor whole-school as above.

Impact of developments on Teaching, Learning and Standards

Visiting Governors will be guided by the SDP in looking for evidence of progress in the areas they have chosen (with the class teacher) as the focus for a class visit.

In respect of whole school responsibilities, Governors will need to visit more than one class or seek evidence through meetings with specific staff with responsibilities for their area of focus. The staff may be situated within the wider MAT in some instances.

General

- 1) All visiting governors to note examples of good practice in pupils' behaviour which has a positive impact on others.
- 2) Impact of the behaviour policy on positive learning outcomes will routinely form part of HoS reports to Governors
- 3) Governors will note impact of 'pupil voice' in school developments (as reported by the HoS).
- 4) Governors will note active leadership roles undertaken by children whilst at school.