**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date:**  10am Thursday 28th March 2019 |
| **People involved:** |
| Sue Baskerville  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| SDP Success Criteria  1.3 Assessment systems (formative and summative) will be accurate, leading to consistency between assessment and outcomes at the end of the year, leading to agreement between staff for end of year assessments.  1.9 Staff will assess with confidence and accuracy, leading to accelerated learning for all groups..  Assessment by all staff will be timely, accurate and consistent:  1s Pupil’s self assessment will be developed and will include greater independence in proof reading and editing in own work. |
| **Summary of visit:** |
| Discussed the structure of the assessment system which underpins the above SDP success criteria.  The School continues to use SIMS to carry its data but not to track progress. HAM provides the RWM tracking structure; it uses assessment to focus teachers on content which must be secured before moving on, and its phases allow for revisiting objectives to secure and deepen learning. ie supports the mastery approach. Targets are set at pupil level. Each child has an evidence sheet marked up against each KPI, together with an assessment sheet in books for reading. The school has broadened its approach to assessment and planning by creating learning journeys to provide more depth. Raw data cannot identify the security of children’s learning; that is evidenced in lessons where a child can/cannot follow the steps within the learning journey. Planning contains exemplifications for staff of what they are working towards and what constitutes greater depth in HAM. It also includes worked examples. All staff receive training, and cluster moderation has proved helpful in yrs R, 2 and 6.  Assessment feeds into planning. The termly data drops are followed by data analysis and identification of strengths and development needs for each year group. Part of performance management, this process is led by individual class teachers, who then discuss their conclusions with subject leaders. Governor meetings are timed as closely as possible with the termly data drops, but governors are aware of the limitations of these basic overall figures.  The RWM assessment structure appears to be well thought out and reasonable. The school does not mark off each child per objective on the tracker, to ensure an effective balance between testing and teaching time.  The school is in the process of developing a new broad and balanced curriculum, underpinned by the Development Plan. Discussed the assessment tracking of other subjects, and the structure for these is being developed at the same time. RE is in place and Science in progress. Saw a class assessment sheet for RE based on outcomes per child per half term, and for Digital Literacy on several outcomes per child per year group. The school appears to be making steady progress in this area.  Also discussed the assessment and tracking of SEN/PP/EAL children who have to be tracked differently ie on progress made from a starting point. The three groups are tracked separately, with different teachers in the lead who record the phase at which a child is working. As with other assessment, this is ongoing and the SEND leader generates intervention timetables per pupil to feed back to the class teacher.  SDP Progress  The assessment policy, non-negotiables and marking policy are being followed across the school. Assessment leader has conducted book scrutinies; books show good progress, feedback and marking. Data drop sheets generally show a good analysis of data. Teachers have thought carefully about what the data shows and what interventions need to be completed from this.  Self assessment tools include   * traffic lighting (holding up red, amber or green marker to indicate level of understanding); * pupil conferencing/partner talk (children discussing areas uncertain of and asking questions); * self-guided learning (child works through a list of challenges, at different levels); * self/peer marking (child given a checklist at end of work eg have you included a simile?) This method particularly effective for GDS children as checklist can be differentiated appropriately.   Effectiveness and Consistency – Close the Gap, Next Steps, book scrutinies, staff meetings  Evidence of Policy Impact: Good progress seen in data; use of a wide range of assessment processes; accurate and informative record keeping. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Discussed whether workloads are impacting on planning. The school has dedicated staff who have some assessment/planning time in school, and do their marking at the end of the school day. Nevertheless governors are fully aware that teachers have to use their own personal time as well to ensure each child is learning and fulfilling their potential.  In class assessment more important than data.  In one hour, I experienced three examples of unacceptable pupil behaviour, all of which staff dealt with professionally and in line with policies. |
| **Questions arising from activities/observation:** |
| Talk to teachers re workload.  Need to double check SDP Progress above is up to date |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Increased awareness amongst governors about assessment, planning and recording will lead to better understanding of data, and more accurate questioning in greater dept. |

**SIMS** School Information Management System

**HAM** Hampshire Assessment Model

**ASSESSMENT LANGUAGE RWM**  WBS Working Below Standard

WTS Working Towards Standard

EXS Working at Expected Standard

GDS Working at Greater Depth

**ASSESSMENT LANGUAGE RE -** Below Intended Outcomes

+ Achieved intended Outcomes

\* Beyond Intended Outcomes

**SEND/EAL/PP** Tracked by phase at which working eg Yr2 Phase 1.

SEN Tracker Amanda/Sue

EAL Tracker Annie Norgate

PP Tracker Lauren