**Chalk Ridge Primary School**

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

|  |
| --- |
| **Time and date:**  3pm Monday 29th January 2018 |
| **People involved:** |
| Clare Beswick  Sue Baskerville  Cindy Robinson  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| SDP 1.7 Data Drops will be consistent and accurate, leading to agreement between staff for end of year assessments.  SDP 1.8 Staff will assess with confidence and accuracy leading to accelerated learning for all pupils.  Assessment will be timely, accurate and consistent, based on confidence, peer support and challenge.  By end 2017:  1r Review and update Assessment Policy  1t Pupils’ self-assessment development to include greater independence in proof reading and editing their own work  1u All teaching staff will understand definition of “real time assessment”  Meeting to provide governors with an update on the assessment system and progress towards SDP targets. |
| **Summary of visit:** |
| Briefly discussed lessons learnt from last year’s assessment: whether any issues had arisen from the system itself, its use or a combination of both. School generally felt the system was sound, and KS1 assessment had been on target. KS2 assessments had suffered from some inconsistency; lack of confidence and uncertainty about the new standards had made accurate judgement difficult. This was improving in the current year.  SDP 1r New Assessment Policy focuses on types of assessment; record keeping; how the assessments inform planning; and moderation activities to ensure consistency. Policy being embedded and pupils now being enabled to take on more responsibility for their progress. As well the Hampshire Assessment Model used to track RWM, noted that the school has developed its own year-group-specific tracking for the foundation subjects. Also noted that the impact of assessment processes is linked to Performance Management of staff at all levels.  SDP 1t 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.   SDP 1u Real-time assessment involves awareness of children’s progress in a lesson and adjusting the lesson plan as required within the lesson to move back if required. Plans are annotated accordingly.  Both these areas are continually monitored and improving.  The effectiveness and consistency of the assessment process, in line with the SDP, is tracked in a variety of ways: Close the Gap, Next Steps, book scrutiny, staff meetings etc. This tracking is planned and set out in Assessment/Monitoring and Testing Schedule. Robustness is also tracked through the moderation activities set out in the policy. These also have a structured timetable. Inset Day planned in to focus on types of questions, which elicited the best response etc. Staff being buddied to observe each other’s questioning.  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:** |
| Assessment appears well planned for the year, with work continually ongoing to ensure consistency in both assessment and record keeping. |
| **Questions arising from activities/observation:** |
| None at present |
| **Comments/feedback from staff involved:** |
|  |
| **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. |