**Chalk Ridge Primary School**

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

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| **Time and date:**  11am Tuesday 3rd December 2019 |
| **People involved:** |
| Sue Baskerville  Madeline Hussey |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To review the year’s progress towards SIP objectives and targets, including support for GDS children.  SIP Objectives:   * Outcomes at all Key Stages will be at least in line with National Averages * Assessment practice will be clear, consistent and accurate in all year groups   1l. Assessment in Maths will be developed to provide more regular assessment throughout the year. DHT and Maths Leaders will work together and with Maths Leaders from other schools to introduce a new system at Chalk Ridge.   |  |  | | --- | --- | | 1r. Data Drops will be consistent along with analysis by staff of progress or lack of progress for individuals/groups/class. |  | | 1s. Targeted groups in all year groups will be based on children who are working towards expected standard or not securely at EXS. Whole school approach to target learning for this specific groups. | | |
| **Summary of visit:** |
| Discussed the recommendations of the November LLPR School Improvement Visit Report, and the structure of this year’s assessment system planning underpinning the above SIP success criteria  Following documentation received:  LLPR School Improvement Visit Report  Detailed Assessment Leader’s Plan linked to SIP objectives and outcomes (1 level below SIP)  Assessment, Monitoring and Testing (AMT) Schedule  KS2 Individuals’ Progress Tracker (anonymised)  Autumn Term Data Drop  Teacher Dashboard – Performance Management (template)  The conclusions of the LLPR Report (ie the need for a secure understanding of expected standards and improved ability to identify gaps in learning and evaluate the effectiveness of interventions) were based on discussions with staff. As a result, clearly all teachers are aware of the challenges in assessment practice this year  Underpinning the SIP, the Assessment’s Leader’s Plan focuses on improving processes so that they are timed and structured to provide consistency and accuracy - with particular attention to Mathematics in line with SIP objectives. This has been completed by December as planned. At class level, subject leads have an assessment moderation map and are working with teachers to ensure accuracy of judgement. Consistency is ensured across classes through moderation in staff meetings, as planned in the AMT schedule, and moderation with other schools in our cluster group provides another layer of judgement. There are two cluster meetings planned for next term. Other moderations take place in network meetings such as Deputy Heads. The school always strives to find the best approach and accepts advice, modifying processes on the way if required.  Teachers are booked on Standardisation Training for years R, 2 and 6.  Individual results are noted on the Class Progress Tracker, which in turn feeds the termly Data Drops. Subject leaders are to analyse pupil progress at a meeting in December, discuss interventions and review class room practice with staff. Teachers will need to be able to justify their assessments; children’s progress, tracked from their previous end year achievement, is now more robustly identified within staff performance management targets, and tracked on the Teacher Dashboard.  The trial of standardised tests in Yr 5 to support assessment is continuing in reading, alongside the school’s current assessment processes. Children read a text, answer questions and receive a standardised score. Results will be discussed at the end of the year. The use of FFT Aspire tools has yet to be considered. |
| **Student observation points:** |
| n/a |
| **Key points arising:** |
| Assessment processes appear thoroughly structured and focused on accuracy and consistency. The format of the data map is clear and makes it easier for governors to track progress. It also requires teachers to think about what has been successful, as well as where further interventions are required. Moderation appears to be a strong focus which will help with improving accuracy, and staff appear motivated to get the best for the school they can. Great work – thank you to them all. |
| **Questions arising from activities/observation:** |
| None at present. |
| **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. |