



Worlebury St Pauls Church of England V.A. Primary School

Governor Monitoring Guidelines 2013 / 2014

These guidelines should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Ofsted

- **Increase the proportion of outstanding teaching so pupils make sustained and accelerated progress, especially in reading, writing and mathematics, by:**
 - Sharing existing best practice and ensuring, through additional training and peer coaching, that all teachers have a confident understanding of the key features of outstanding teaching.
 - Ensuring that an increased number of classroom activities are precisely designed to provide pupils with challenging and open-ended learning opportunities.
 - Closely tracking the impact of professional development activities on pupils' achievement in order to identify and spread the improving practice across the staff.
- **Increase pupils' independence and critical thinking in their learning, so that they apply a wide range of skills to best effect, by:**
 - Ensuring that pupils have an explicit understanding of the key steps to success in every learning activity.
 - Developing pupils' independence in selecting appropriate resources, including ICT, to support and advance their learning.
 - Improving pupils' use of self and peer evaluation so that their actions are focused specifically on their learning outcomes and on setting their own targets without unnecessary reliance on adults.

SIAS

- As the school continues to grow, to review and develop the school's partnership with the parishes of St Paul's, Kewstoke and St Peter's, Milton so that there is mutual support and benefit.
- Evaluate and develop the way in which RE contributes to the school's distinctive Christian character by, when appropriate ensuring teachers provide more examples and modes from the Bible which support their teaching about values and moral principles.

Strategies for monitoring

Each governor has a specific area to monitor. These are specified as Link Governor responsibilities. The Foundation Governors have a specific role in using the Self-evaluation Toolkit to ensure we are an effective Church school.

To work in partnership with the RE Subject Leader to:

- Monitor teacher's planning and assessment
- Look at children's work including; ECM folders, Topic books, Year Group RE books, Year group folders, PHSE folders, RE Portfolio of Spirituality
- Talk to children including Children's Voice, after assembly, during lessons,
- Complete a Learning Walk focussing on; displays, Learning of the week celebration, Spiritual displays and religious symbols, Big Books, Look at Full Value Contract, Children's voice books,, prayer corner, request box, reflection areas

To work in partnership with a member of the senior Leadership Team to:

- Monitor behaviour in the school including lunchtime, playtime, classroom, visits.
- To analyse questionnaire responses to evaluate Christian values and Vision in practice
- To collect informal comments from children, parents and staff that reflects the Christian ethos.

To monitor Worship at the school:

- A selection of Foundation Governors will attend worship during the year. Each Foundation Governor should attend at least one worship session a year. They then complete a simple feedback sheet and give it to Reverend Geoff so that he can report to governors.

Reverend Geoff will:

- Monitor worship at the school. This will involve attending a selection of the different types of worship and collating other Foundation Governors feedback sheets.
- Talk to children after worship to measure the impact on their learning and spirituality.
- Look at the worship log book and feedback to governors.
- Attend some of the visiting speakers worship.

Some useful questions to ask:

Working in partnership with the RE Subject leader:

When looking at teacher Planning and Assessment:

- Where are Christian values being taught?
- Where are there opportunities to develop Spiritual Moral, Social and Cultural skills and knowledge?
- How are children taught to become responsible citizens?
- Where are there opportunities to develop an understanding of local, national and international community?
- Where are there opportunities for using the school environment to stimulate children's use of reflection, and understanding of their responsibilities to the environment?

- If you are integrating RE into the creative curriculum, how do you know it is being taught?

Teaching and learning in RE

- Is data used to monitor the children's progress in RE?
- How has the Subject Leader monitored teaching and learning in RE?

Talking to children:

- What have you learnt that will help you to help other people?
- What have you learnt about other people locally, nationally or internationally?
- What have you learnt about how to work together in school and at home?
- What have you learnt about God or yourself recently?
- When did you last have an opportunity to sit quietly and reflect on your learning?
- Do you think it is important to learn about the bible?
- Have you had any interesting visitors into school that have helped stimulate your learning?
- Ask questions about their work in the RE book.

Going on a learning walk with the RE Subject Leader and / or other governors

- Does every classroom have an area for prayer or reflection?
- What Christian symbols can you see around the school?
- Do displays reflect the Christian ethos of the school?
- Is there a Full Value Contract in every classroom?
- Can you find the 'Learning of the Week' display?
- Can you find the Prayer Corner and has it been used recently?
- Are the Big Books being used by staff and children?
- Can you see the Children's Voice Books?
- Can you find the multi cultural display?
- Are displays interactive and do they encourage children to reflect?

Monitoring Worship

- How often does Worship happen?
- What types of Worship take place?
- Who leads worship?
- Who attends Worship?
- What impact does Worship have on the children and other adults who attend?
- How well does Worship develop understanding of Christian traditions and practice?
- Do children and adults enjoy Worship? Observe behaviour during Worship. Talk to adults and children after Worship.
- Are a variety of resources used to engage the children's interests?
- Is there always a time for reflection?
- Do all children and their families feel a part of the school community?
- How important is Worship to the children and staff of the school?

Link Governors

There will be three different types of link governors:

1. Children's governors- Foundation Stage, Key Stage 1 , Key Stage 2
2. Curriculum governors- Literacy, Numeracy, RE and SEND

3. Management Governors- Health and Safety, Safeguarding and Sex and Relationships

Children's Governors

The link governors for children will be linked to a specific age group, Foundation Stage, Key Stage 1 and Key Stage 2.

They are expected to:

- ❖ Make contact with the teachers in their age range regularly and meet at least once an academic year. Further contact will be agreed with the teacher either face to face or e-mail.
- ❖ Negotiate an agreed area for discussion prior to the meeting.
- ❖ Know what teaching and learning is happening each term. This will be through discussions of the class teachers planning.
- ❖ Know how the creative curriculum is working for children in their age group.
- ❖ Know how all subjects (except for Literacy, Numeracy and RE) are taught and have some idea of the standard of achievement across the age range.
- ❖ If possible, become involved in the school life of the children. e.g. accompanying visits, hearing children read or in any way that would suit both the teacher and the governor.
- ❖ Report to governors once an academic year using the agreed format. The record sheet will be agreed with the member of staff before it goes to the governors.

The meeting:

- ❖ It would be helpful if the governor has looked at data for their age range last year.
- ❖ The first meeting will be purely finding out about what happens in the age range and establishing a positive relationship with the teacher. You can establish when you are going to communicate and how. The teacher will be able to advise on the optimum time to make the meeting useful to you both.
- ❖ Find out how you can best support the staff.

Curriculum Governors

The link governors for the curriculum will cover Literacy, Numeracy, RE and SEND.

They are expected to:

- ❖ Make contact with the Curriculum co-ordinator regularly and meet at least once an academic year. Further contact will be agreed with the teacher either face to face or e-mail.
- ❖ Know the standards of achievement in their subject area. This will be through evaluation of data presented by the coordinator at the end of terms 2, 4 and 6. This will be in general terms and will not identify individual children.
- ❖ Know any initiatives or interventions that have been introduced to raise standards. Understand the impact that these interventions have made on the teaching and learning. This could be discussed in terms 1, 3 and 5 using the school Evidence of Impact document and subject leader reports.
- ❖ Report to governors once an academic year using the agreed format.

Management Governors

These governors have a specific management area and will include; Health and Safety, Safeguarding and Sex and Relationships.

They will be expected to:

- ❖ Know and understand their respective Policy document
- ❖ Negotiate regular meetings with the relevant member of the staff that will allow them to monitor their management area.

- ❖ Work in partnership with the staff to evaluate the Policy document and monitor policy into practice.
- ❖ Meet a member of the staff every term. This may not be necessary for the Sex and Relationships governor but they will meet at least once an academic year and maintain regular contact to monitor policy and practice.
- ❖ Report to governors once an academic year using the agreed format.

Date agreed 04.02.2014

Signed Felicity Williamson

