



MARISH



Academy Trust

Governing Body Monitoring and Evaluation Policy

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Preamble

The governing body is the ‘accountable body’ in a school – accountable to parents, pupils, the local authority, as an academy to the DfE and Central Government through Ofsted. Governors are responsible for Trust/School Leadership, Health and Safety, Child Protection, Behaviour, School Finances, Teaching and Learning and Pupil Progress.

As Governors have a statutory responsibility to monitor and evaluate the effectiveness of the trust and its curriculum, they need to know what progress is being made towards targets set out in the Aspire School Improvement Plan and measure the impact of improvements as reported on in the schools’ SEFs.

At Marish Academy Trust we have learned that governors regularly visiting our schools and developing professional partnerships with a variety of staff and teams enables and supports them in this process.

GOVERNORS MONITORING AND EVALUATION POLICY

Policy statement

Effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support. At Marish Academy Trust, such monitoring activity is and will continue to be our highest priority.

A. Principles of the policy

1. Our governing body monitoring framework and policy are integral and essential to maintaining Marish Academy Trust’s effective Leadership and Management structure, which ensures the Trust fulfils all statutory requirements and both schools continue to improve.
2. It also promotes the development of the governing body as a critical friend, able to challenge and support the Trust leadership.
3. Our monitoring processes enable us to carry out data analysis, evaluate processes and outcomes, review, plan and set targets to ensure good progresses and improve and raise the standards of achievement of all pupils.
4. The information gained from monitoring will be used to keep governors, staff, local authority and parents well informed about the work of the schools.

5. Monitoring information will be used to set the educational priorities of our Aspire Academy and school improvement plans, as well ensuring robust financial management processes to secure the Trust's future viability and success.
6. The senior leadership team, the governing body, team leaders, teachers and support staff systematically and regularly monitor their areas of responsibility to enable them to hold each other to account for the performance of both schools and contribute to the ongoing improvement planning process.
7. The statutory requirements of performance management will be incorporated in this monitoring policy and will underpin the governors' policy for performance management and review
8. Governors will play an integral and important role in monitoring the effectiveness of the schools and improvements in educational attainment and by adopting individual responsibilities in relation to improvement priority areas and by undertaking regular visits as a "critical friend".

B. Aims of the Policy

1. To get a clear and accurate picture of how effectively the Trust is achieving the highest standards possible in all aspects of its work.
2. To ensure that the Trust's aims and the targets within the Aspire Plans are being met. Or if targets or aims are not met, there is justification provided as to why this has happened.
3. To work with the Trust leadership to set SMART targets that will improve outcomes for children and the quality of teaching and learning.
4. To ensure efficient and effective use of all our resources.
5. To ensure that all pupils benefit from a broad, balanced and differentiated curriculum which includes the requirements of the 2014 national curriculum and religious education.

Governing Body Monitoring Framework

Every governing body is expected to have a good understanding of the strengths and areas for development in its school or schools.

At Marish Academy Trust Governors acquire this knowledge in many different ways, but these include: -

- Headteacher reports given at termly strategic board meetings
- Reports to governors by other staff members given at monthly governing body meetings
- Bimonthly audit committee meetings at which the Trust's management accounts are discussed and process against budgets reviewed. Trustees who attend these meetings report back to the strategic board and also the Trust's budget for the coming year and accounts for previous year are discussed and approved in the Strategic Board meetings.

- Monthly finance reports at each alternate strategic board meeting provide a check on cash flow and approve any unusual or large spends.
- Management accounts are reviewed by the Chair of Trustees every month and bimonthly by the Audit Committee
- Termly monitoring reports from the schools' Improvement Partner (SIP) and any other consultants that attend the school, ensuring these advisors and the school are held to account for progress towards key priorities.
- Training opportunities provided by the SIP and other consultants are offered to governors at least twice annually.
- The schools' key performance indicators e.g. Inspection Dash Board and Analyse School Performance report which are discussed in the January Strategic Board meeting, examination of tracking data on twice yearly basis at class, group and cohort level.
- Ofsted inspection reports and governors involvement in any post Ofsted plans.
- Ongoing review and reflection on the schools' Self-evaluation forms (SEF).
- Conducting learning walks or visits focusing on improvement priorities agreed in advance. For example, behaviour, attendance, engagement in lessons
- Providing feedback from these visits in written form promptly, which is then discussed at the next governing body meeting.
- Engaging in work scrutiny at governing body meetings at least six times a year with the aim of identifying progress over time in books and keeping a check on marking and presentation
- Attending staff training, celebrations, productions, assemblies, school outings and staff meetings, as well as visioning and inset days when relevant.
- Our governors are all busy people but we expect that all governors will attend school for a visit at least once a term for a couple of hours, on top of their regular attendance at Strategic Board (SB) and Local Advisory Board (LAB) meetings.

Linking to a School Improvement Priority or Subject Area

At the first Governing Body meeting in September, all governors are linked with a priority area of their choice. All we ask is that they stay with this area for a minimum of 1 year so that a clear picture of that subject can be built up and relationships with staff can be developed. Governors should be accompanied on all visits relating to their focus area by a senior or middle leader.

Impact of governors' engagement in school improvement work/visits

Whichever activities governors choose to undertake, these should result in self-evaluation statements in the governor visit reports and feed into the schools' SEFs:

"As a result of governors....the school now....and the impact has been...as evidenced by....."

"As a result of governors.....pupils now....as evidenced by....."

"As a result of governors....more/fewer pupils are now....as evidenced by....."

The outcomes from your annual monitoring and evaluation programme then feed into:

- SIP/Consultants visits
- ongoing school self-evaluation reviews
- improvement planning

Eight Appendices follow which provide more guidance and forms for you to use to support your work.

Date and Version	Approved by	Date of next review
September 2016 Version 1.0	Strategic Board	Summer 2017
September 2017 Version 2.0	Strategic Board	Summer 2018
September 2018 Version 3.0	Strategic Board	Summer 2019
September 2019 Version 4.0	Strategic Board	Summer 2020
September 2020 Version 5.0	Strategic Board	Summer 2021

Appendix A

Marish Academy Trust Governor Visits Guidelines

Introduction

School visits by members of the Governing Body are a key component to being an effective school governor and have potential benefits to both governors and staff. Governors should, through these visits and their work in meetings:

- Help shape the direction of the school in partnership with senior leaders.
- Develop an enhanced understanding of areas of strength and weakness so that they can support and challenge senior leaders and employed consultants effectively.
- Check on the use of agreed initiatives and strategies designed to improve pupil outcomes.
- Secure and monitor statutory compliance.

These guidelines are designed to aide governors and school staff to ensure that governor school visits are structured, focused productive and enjoyable for all concerned.

1. Benefits to Governors

- To recognise and celebrate success
- To develop an overview of the schools' work for themselves, not just transmitted by Headteacher or other senior leaders.
- To view children's work and see progress first hand
- To develop relationships with the staff
- To get to know the children's views about their school by asking them
- To understand the expectations of children in terms of behaviour, engagement, attendance at different stages in their development
- To recognise different ways of engaging children in learning and to view the learning environment.
- To understand the environment in which teachers and other staff work
- To see policies and schemes of work in action
- To inform governors about the curriculum and teaching and learning decision making
- To find out what resources are needed and prioritise them

Benefits to staff

- To help governors understand the reality of the classroom
- To get to know the governors
- To understand better the governors roles and responsibilities
- To have an opportunity to reflect on practice through discussion
- To highlight the need for particular resources

2. Types of visit

- Initial visit to the school by a new governor (induction visit)
- Subsequent visits to the school
- Regular volunteer role, for example to hear children read, (which does not require a report).

In advance of any subsequent visits, (except those for volunteer work), governors must consult with their colleagues and/or senior leaders and plan the visit to ensure that everyone involved is clear about its purpose and how it fits within the governors' statutory responsibilities. Some possible purposes of visits are listed below: To gain background information and get to know the school. Some examples include:

- 'Learning walks' with an agreed focus (see example/templates below)
- Directed observations of aspects of school life – e.g. behaviour, Every Child Matters outcomes
- Regular data analysis – ASP or Dash board analysis, internal tracking of attendance data (e.g. 3x per year)
- Visits to develop relationships with the staff: e.g. implement questionnaires/analysis/next steps
- Visits focused on a particular priority area or initiative; for example Equalities/Inclusion audits
- Visits focused on monitoring provision for a specific age group, subject or priority area; for example focused discussions with children about their learning, or visiting the Resource Base
- Statutory compliance audits: i.e. to monitor how a particular policy or procedure is carried out. Examples would include: Health and Safety reviews and monitor school practices; for example safeguarding or attendance audits and data analysis
- Discussion or observation of meetings between/with specific leaders to discuss a subject or priority area.

Governors must always agree the planned visit with the Headteacher or a senior leadership member of staff at least a week in advance and be accompanied on the visit by a senior or middle leader. The governing body can then monitor the number and range of visits across a year during the twice annual governors' reviews of their effective held at Strategic Board Meetings in January and July each year.

3. Governors' Reports on their visits

These reports are designed to provide feedback and evidence on what was actually learnt about the school related to any agreed focus or priority. They are written on an official visit form which has been designed by the school leadership in conjunction with the governing body. These reports evidence the governors' monitoring role and must be factually accurate about what was observed. The report should set out the

purpose or focus for the visit and indicate how well or otherwise they were met. Reports should be no longer than a page; they should be informative, to the point and should not include any pupil names.

Governors will be accompanied on a visit by a senior leader who may complete different internal paperwork which can be shared with staff internally. If a learning walk is undertaken during a visit a governor may complete a learning walk proforma, in addition to a visit report form.

Visit report forms will be handed in to the Headteacher or their representative at the end of any visit and will be shared at the next meeting of the Governing Body. Governors should be aware that their reports will be shared with the class teachers/subject leader involved

Appendix B

The Do's and Don'ts of a governor visit

Do

Arrange details of visit well in advance

Agree level of confidentiality

Agree purpose of visit

Discuss the context of any lesson to be observed

Sign in and out of the visitor's book

Wear a visitor's badge

Be punctual

Observe any class guidelines/rules

Fulfil agreed purpose

Thank the staff and the pupils

Discuss observations with your senior leader companion

Complete a visit report form

Don't

Turn up unannounced

Interrupt the teacher

Leave without a word

Remember that visits are a snapshot in time and judgements should not be made arbitrarily.

The visit is not about: -

- Inspection
- Making a judgement about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Appendix C- General Governor Visit Report Form

(These will be provided by Office Staff in each school on your arrival. If you are not offered a form, please ask.)

Governor Meetings/Visits	
Name :	Date of visit and which site visited:
Focus of your visit: (linked to Aspire Plan/E2D priority)	
Summary of visit: (Activities undertaken – discussions with staff, pupils, observations of learning, environment, resources, extra curricula etc.)	
Areas for discussion with SLT – notes of questions to ask	
Evidence of IMPACT on school improvement priorities	
School or Phase strengths:	
Items/priorities to share with GB (successes, concerns, issues)	
Pupil Progress/standards: identify focus e.g. group, year, EAL, G&T, Pupil premium.... Please report factual information in relation to overall data. (Individual pupil data must be anonymized).	

Governor feedback/signature
Staff feedback/signature

Marish Academy Trust Guidelines for governors on completing reports after visits to school

First of all, a big thank you, for giving up your time, to visit our schools and support our development. If you have attended a regular Strategic Board, audit committee meeting, interview or performance management or OFSTED meeting, you do not need to complete a report on your visit, because these type of meetings will be minuted or already have a paper trail.

These guidelines are for all other visits to school, especially learning walks, tours, visits to lessons, performances or events and any training sessions you attend, including Empower to Deliver or Visioning Days. The form for reporting all governor visits is Appendix C in our Governing Body Monitoring and Evaluation Policy and should be handed to you on your arrival at the school for your visit.

1. As with any report, the sooner you complete it after your visit the easier and more accurate it will be. So, please either collect the visit report form as a hard copy from the office during your visit or complete the Appendix C visit form on line as soon as possible after your visit.
2. If you complete a hard copy, please pass it to any office staff member, marked for the attention of Carol Conlon, Shelley Adams and Gill Denham.
3. When you write up your visit, brief factual notes are best. Please remember the general guidelines in Appendix B of our Governing Body monitoring and evaluation policy. These state: 'visits are a snapshot in time and judgements should not be made arbitrarily'. Also note that governor visits are not about: inspection, making a judgement about the professional expertise of teachers, checking on your own children, pursuing a personal agenda or arriving with inflexible pre-conceived ideas.
4. If you see something that worries or concerns you, you must mention this to your escort, during the visit and not wait to include it on your form.)
5. If you can see evidence of the impact of the school's work to improve some aspect of practice or provision do please mention this. Some examples are provided below:
 - *'During the audit committee meeting, the positive impact of the leadership's hard work over past year to bring staffing costs down to a manageable level was evident in the increasing level of reserves.'*
 - *'During the R time session observed the positive impact of this PSHE approach which is embedded in the school's ethos was evident because all pupils were happy to work with any other member of their class, not just their friends.'*
 - *'During my visit to the nurture room, I saw the positive impact of this provision on the social and emotional development and wellbeing of these vulnerable children. I would like to follow up on another visit, the impact, being in the nurture group has had on their learning and progress.'*
 - *'During the learning walk, I saw the positive impact of the school's ethos, behaviour policy and system of rules, rewards and repercussions. This is because without exception classrooms were calm and focused on learning and children polite and well behaved.'*
6. To complete the form online, please just create a word document and copy Appendix C on page 9 into it, noting down your thoughts and comments. Then save as Governor visit report month and year and your initials. (For example: *Gov visit report Nov 17 RG*).
7. Send the completed form as an email attachment to Kay Lathey, our clerk, so she can add them to the agenda at the next meetings. Many thanks.

Appendix D Prompts or Questions for different types of visits

General - What to look for in classrooms and around school.

How do the pupils react to the presence of the teacher, Headteacher or yourself?
How friendly and relaxed are the pupils?
How interested are the pupils in their work?
Do the pupils have an understanding of what they are doing?
How well behaved and courteous are the pupils?
In what ways does the school provide a varied and interesting environment?
How are the needs of all the pupils being met equally?
Do pupils work in a group or individually on a particular task?
Are the same relative number of questions asked by girls and boys?
How are transitions between and within lessons managed?

1. Questions relating to Aspire Plan Target 1 Quality of Education- (Curriculum and Pupil Outcomes)

How does curriculum provision, teaching or leadership and management impact on standards of attainment and progress?

How does school performance in EYFS, Phonics Screening Check, (Year1), Multiplication Check, (Year 4, from 2020) and KS1 and 2 SATs compare with national figures?

Are children well enough prepared for Year 1 (have enough achieved a good level of development in the Early Years Foundation Stage Profile?)

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile?

In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or after re-taking it in Year 2?

Does the percentage attaining at least expected in all of mathematics, reading and writing meet or exceed national averages (64% in 2018 and 65% in 2019)?

Are enough low prior-attainers (working towards or below) catching up to reach expected, by making more than expected progress?

Are enough of those who reached the expected level at Key Stage 1 attaining expected (expected progress) and reaching greater depth (more than expected progress)?

Is attainment above average? How much is attainment rising? In which subjects is attainment strong/weak? In which subjects is progress strong/weak?

Are enough high prior-attainers (greater depth) attaining greater depth (expected progress), and reaching full marks or nearly full marks in KS2 tests (more than expected progress)?

1A Questions about Curriculum

- How good is the quality of education in our school? How do SLT know? What is happening to make it even better?
- How well does our curriculum and other activities meet the range of needs and interests of learners? What is being done to improve/enhance our children/young people's learning experiences?
- How can the governors contribute more widely to the educational provision for our children/young people?
- How many teachers have a support plan or are in capability currently? How are new teachers inducted and how are they progressing this year?
- How good is presentation of work in books? How do you know? Is marking regular and precise? Is there evidence of challenge in books?
- In which subjects is the curriculum and therefore the quality of education stronger or weaker? What is the leadership doing to address any issues?
- What was involved in creating the vision for the curriculum? How does the curriculum in any subject develop as a pupil passes through the school? Why are you doing this work now? How does this build on what has come before and how does it lay the foundations for what will come?
- Give me a timeline of how your curriculum came about? How does the commitment to the disadvantaged fit into the curriculum? What does this look like in real terms – how is this implemented?
- Tell me about teachers' subject knowledge. How have you developed a skills-rich curriculum? How do the subject leaders ensure that they sustain the knowledge and expertise of the teachers? How has professional development fed into the implementation of the curriculum? How do leaders support the teachers?
- How do you ensure that the pupils apply previous learning to current and future learning? How do you ensure the children learn the key facts and acquire subject knowledge? How does the teacher ensure the quality of long term sequential planning and how is this implemented in real terms?
- How are you checking that children know what they have learnt? How do you respond to what assessment is telling you? Do pupils benefit from first-hand, memorable experiences as a basis for learning in context?

1B Pupil Premium/SEND other vulnerable groups – Narrowing the gaps questions

What is our strategy for Disadvantaged pupils and the use of Pupil Premium? How effective is it?

Is there a gap between the disadvantaged/SEND pupils and other pupils nationally? And in our schools?

If so, how fast is it closing? How wide are in-school gaps? How quickly are any gaps closing?

Which uses of the pupil premium/SEND provision are being effective in raising progress and attainment?

2 Questions relating to Aspire Plan Targets 2 and 3 Behaviour, safeguarding and attendance

Is behaviour in school good? In lessons? At Lunchtime? During PE and transitions? During assemblies and wet play? How do you know? What do the children know or say about behaviour at our schools?

How effective is behaviour management training for all teaching and support staff? Can pupils articulate how positive behaviour and attitudes are developed/ encouraged/ rewarded?

Are robust safeguarding processes in place and rigorously adhered to? How do you know? What does the school do to support vulnerable children and families? What is the impact on outcomes? How do you know?

Attendance

Is absence below average? How much is it diminishing? Is the proportion of persistent absentees below average? Is it falling?

Are levels of exclusion below average? Are they appropriate? Are they falling? Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

How does the attendance of specific groups in the school (Black and Minority Ethnic group, children with a Special Educational Need, Children in Care or children on free school meals) compare to others in the school population?

What are we doing to address any identified issues and how are we 'closing the gap'?

How many children in care do we have in school? How many days absence have individual children in care in the school had? What are the reasons for the absences? Is there an action plan in place with the social worker and or Carer to address concerns about attendance?

Who is the senior member of staff responsible for improving attendance and reducing persistent absence? Do we use penalty notices for unauthorised absences? And does the school understand the guidance issued by the local authority?

What other strategies do we use to promote outstanding attendance? What is the impact of these and how do we know?

Personal Development

How does the school provide broader development for the pupils?

How do you ensure that all pupils understand diversity and equality?

How are pupils' talents and interests identified and developed?

How does the school's provision reflect the school/community context?

What do the pupils know/say about:

- British values
- relationships – the wider remit

- healthy living
- debate and discussion opportunities – encouragement to question
- activities outside of school, including clubs
- pupil voice

Appendix E form for governors attending to check on Financial Management

Audit committee Governor Meetings/Visits	
Name/s :	Date of visit and which site visited:
Focus of your visit: (linked to annual financial schedule or 3-5 year Business Plan)	
Summary of visit: (Activities undertaken – discussions with finance team/Head teacher/ALT etc.)	Follow up actions and who responsible:
Monthly checks on Management Accounts carried out and recorded here	Follow up actions and who responsible:
Comment on state of financial planning, budget forecasts, cashflow, reserves, strategic leadership actions linked to finances.	Follow up actions and who responsible:
Evidence of IMPACT of finances on school improvement priorities	Follow up actions and who responsible:
Any interaction/ correspondence shared from auditors, DFE, EFA, LA etc.	Follow up actions and who responsible:
Financial strengths/concerns to share with Strategic Board	Follow up actions and who responsible:

Governor feedback/signature

Staff feedback/signature

MARISH AND WILLOW SCR CHECK

Appendix F form for governors attending to check on Single central Record

The SCR must cover the following people:

	✓ / x
• All staff, including supply staff, who work in school	
• All others who work in regular contact children in school, including volunteers	
• For independent schools, including academies, free schools, all members of the proprietorial body	

SCR required checks carried out, certificates obtained, and the date on which the checks were completed

Name	✓ / x
Identity check	
Barred list check (<i>This is the 99 list check</i>) if starting before DBS comes through	
Enhanced DBS check** (<i>This includes the barred list check</i>) to include governors (shows sec 128). (This may include the barred list check, if the school asked for this as part of their enhanced DBS check) Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS & it is the responsibility of the GB to apply for the certificates. (Inspecting safeguarding August 2016 Annex 2	
Prohibition from teaching check* (<i>School will have email confirmation for new staff appointed since April 2014. If they have not undertaken this check for new staff they do not meet requirements</i>)	
Prohibition check for TAs and HLTAs who have teaching responsibility	
Further checks on people living or working outside the UK	
Verify professional qualifications	
Check to establish the person's right to work in the UK	
Check on mental and physical fitness – Trust take responsibility for this aspect of safer recruitment.	

Checks are dated	
Appropriate supervision is in place for volunteers not checked	
Evidence of checks made on disqualification by association – this may not be on the SCR	

Supply staff

Written confirmation received from supply agency/business that relevant checks made and certificates obtained?

Confirmation that enhanced DBS check certificate has been provided and date received?

How do staff verify identity of supply staff? E.g. photo ID)?

Thorough procedure when identifying supply agency?

Kitchen staff DBS checks?

Email system confirmations of DBS of staff?

*New teaching appointments from April 2014 – do the schools can access the Employer Access Online Service (DfE/NCTL)?

**Please note that there is no requirement to list DBS numbers. Also, to comply with Data Protection, DBS certificates should not be retained any longer than six months. Other documents to verify identity, right to work in the UK etc., should be kept in personnel files.

Risk assessments/ supervisory arrangements in place for any delayed DBS seen for staff/volunteers/governors

How are visitors identified and challenged if not- visitor badges/colour coded visitor lanyards etc.?

How are those that maintain SCR and the senior leadership trained/updated in safeguarding and safer recruitment?

Appendix G work scrutiny form- Please ask any leader for a hard copy of this form.

Marish/ Willow Evidence of Progress over time in books/learning journeys/displays/children's talk for subject observed.....on date..... in class *(Please complete subject observed, date and class)*

Indicate below which of the Trust expectations you have seen fulfilled in the books/other records in this class.

Progress over time within this class making reference to groups: There is clear evidence of progress in learning over time, (skills, content, knowledge and/or understanding) from the start of the books to the end of these books. (Children can do something at the end of the book that they found challenging at the start.)

Challenge: For a range of pupils, covering all groups of children, including the more-able, there is evidence of progress in learning from the beginning to the end of these books. (If only for some groups/children, please indicate which and why.)

SEND: SEND pupils are challenged and make progress over time because they have appropriately differentiated work which meets their needs.

Feedback in marking- tick as applicable. Teachers have high expectations in all respects including: **Amount and presentation of work** improves steadily/is maintained at a good standard over time;

Marking is timely, adheres to agreed policy, is positive about efforts and is learning focused

Generally **next steps/challenges** are differentiated and completed with **responses acknowledged**;

Obvious **misconceptions are addressed**, possibly verbally, but this is noted in book;

Pupils (and other teachers) are held to account for incomplete, substandard work and consequently improvement is evident

Generally, **spellings/grammar** in subject specific vocabulary/writing are addressed and corrections given.

Even when in sets, there is **evident differentiation, new learning and challenge for different groups.**

Appendix H Planning Scrutiny form

Marish Academy Planning Scrutiny

AREA OF PLANNING	SPECIFIC QUESTIONS TO ASK DURING SCRUTINY	EVIDENCE AND EVALUATION
Planning overview	<p>Are there 5 lessons of planning?</p> <p>Is the topic content as per the overview?</p> <p>Do QfLs relate to threshold concepts or skills for that year group?</p>	
Activities	<p>Do tasks match skills being taught?</p>	
Relevance to pupil's needs	<p>Are clear objectives with differentiated success criteria outlined?</p> <p>Does the planning create sensible 'next steps' in learning, building upon the teacher's assessment and understanding of pupils' current attainment?</p> <p>Does planning effectively challenge different groups, including pupils with special educational needs (SEN), pupils with English as an additional language (EAL), the most able and those who need to catch up?</p>	
Learning and assessment opportunities	<p>Are roles for teaching assistants defined clearly in the plans? Has consideration been given to modelling, questioning and assessment for learning?</p> <p>Are the main resources clearly identified?</p> <p>Do assessment opportunities link to pupils' targets for development?</p> <p>Is key vocabulary clear?</p>	

	<p>Is progression clearly defined, and is it defined for different groups of pupils?</p> <p>How well do plans identify opportunities for spiritual, moral, social and cultural (SMSC) development? Is there is a clear sense of preparing pupils for their next stage of learning?</p>	
Development areas	<ol style="list-style-type: none">1.2.3.	