

Governor Monitoring Visit Report

Curriculum Development: CDP SUMMARY REPORT

Name	Phil Marriott
Date of Visit	June 4 th 2018
Focus of Visit	To review progress against the Curriculum development for <i>(subject)</i> alongside the curriculum co-ordinator
Purpose of Visit	To monitor progress against objectives set and actions taken 2017-18
Links with School Improvement	Each curriculum objective links with the School Improvement Plan
Summary of activities : To meet during a staff INSET to discuss progress and next steps/priorities for 2018-19	

KEY QUESTIONS:	Comments:
<p>Has an effective assessment process been developed that enables the co-ordinator to monitor attainment and drive learning?</p> <p>What next?</p>	<p>Some difficulties with assessment packages for SEND and EYFS are apparent; a tracking system is under development for Geography, and Music assessment is not required until the end of term. In D & T a process has been formulated but not yet utilised.</p> <p>In all other subjects there is clear evidence of assessments systems in place and in use, with follow-up actions targeted.</p>
<p>Has the curriculum been developed to enable a greater depth of learning?</p> <p>What next?</p>	<p>There was clear evidence on all CDP reports of greater depth of learning (with the possible exception of Music) and this is clearly something the school can celebrate.</p> <p>In each subject, further actions have been identified to move DoL forward.</p>
<p>Has the curriculum been developed to support the further development of character education?</p> <p>What next?</p>	<p>There is abundant evidence of “the Learning Pit” in action in all observations and planned teaching.</p>
<p>Has your curriculum area supported diminishing the difference between disadvantaged pupils and others...if so, how?</p>	<p>A variety of methods are in evidence, including 1:1 support, interventions, volunteer readers, additional resources, targeted planning for identified groups, existing ILP for PPG/SEN pupils etc.</p>

KEY QUESTIONS:	Comments:
<p>What monitoring & evaluation have you completed over the year to review the impact of the curriculum?</p>	<p>Pupil interviews, book scrutiny, inset training, constant assessment, photos of displays (learning environment audit), planning scrutiny, data analysis and lesson observations.</p>
<p>Have any additional activities/events happened to support work in this curriculum area?</p>	<p>Too many to list but great evidence of variety!</p>
<p>Is current provision adequate for this curriculum area?</p> <p>What more do you think is needed to support provision in this subject/Are there any further resources needed and if so, at what cost?</p> <p>What are the current challenges facing this subject?</p>	<p>The answer is generally yes, although further money is needed for some subjects in particular and would be appreciated by all!</p> <p>Time is noted as occasionally inhibiting subject leaders from doing all they would like to do.</p>
<p>Are there any further developments that have taken place over this year to support the development of the subject?</p>	<p>Further training / CPD and resources highlighted in some cases, and hopefully PPA time availability.</p>
<p>Additional comments (if applicable):</p>	

Comments and Recommendations

Points requiring further discussion at full governors:

(SEND and D&T): As with all staff positions, we need to be mindful of ensuring that they are given as much opportunity to fully complete their roles is important.

(RE): From my point of view – I know the governors would want to acknowledge the progress made by the coordinators and staff on this subject and new curriculum as a faith school.

(Music): Will subjects be shared out more now we do not have any NQTs in the next academic year? AJ has had many subjects and she hasn't been able to do them justice.

(Geography): Funding for subject resources needed

(English): Ways in which funds can be gotten in order to bring new books into the library; 'Shepshed speak' in staff – is this an issue which needs to be addressed in order to aid the children; Interactions with parents – knowledge issues and lack of engagement with their children's learning (i.e. reading)

(History): Whether it is possible to provide the further PPA desired!

Signed _____
(Governor)

Signed _____
(Co-ordinator)