

Manor Infant School and Nursery

Governor Monitoring and Evaluation Schedule 2017-2018

Autumn Term 1 (Sept 17-
Oct 17)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk.</p> <p>4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment</p> <p>4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>English audit</p> <p>1.5 (c) Writing intervention is targeted towards raising attainment for disadvantaged boys. (pupil premium)</p> <p>1.7 (b) Parents are involved to support the phonics program and reading strategies implemented in school. (link to 1.4)</p>		<ul style="list-style-type: none"> Talk to some children in different year groups & pupil groups (disadvantaged, boys) about their reading, writing & phonics and how they are supported at school. Attend a Reading, Writing or phonics lesson with a senior leader who can guide you in understanding what is going on. Attend a parent phonic workshop. Look at some children's work (across all pupil groups- middle prior attainers) with subject leaders. Discuss what interventions are in place. What impact are they having and how do leaders know? Evidence the progress pupils (disadvantaged, boys, middle prior attainers are making from their starting points) 		Ms Hazledon	
<p>Subject and subject leader focus – Geography</p> <p>3.1 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Look at some children's work with the Geography leader (topic linked with a subject). What are the standards like in Geography across the year groups? How does the leader know and actions are in place to raise them? Discuss with geography leader their action plan, what actions have taken place and what the intended impact is. Check and review geography policy. Attend a geography lesson with a senior leader who can guide you in understanding what is going on. Talk to some children in different year groups about the curriculum beyond reading, writing and maths skills (focus on Geography) and how they are supported at school. 		Mrs Tudge	
<p>Nursery</p> <p>5.1 The nursery provision is embedded into the school's leadership and management strategic thinking</p>		<ul style="list-style-type: none"> Attend a nursery session with a senior leader focussing on adult directed and child initiated learning. Talk through some examples of children's learning journeys. Identify next steps and discuss findings. Identify those children who are eligible for early years pupil premium and discuss the provision in place and the impact it has had on the child's development. Talk through with senior leaders the current profile of the nursery in terms of strengths and areas being developed. 		Mrs Cornish	

Manor Infant School and Nursery
Governor Monitoring and Evaluation Schedule 2017-2018

Autumn Term 2 Oct 17-Dec 17)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk. 4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment 4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>Maths audit 1.3 (h) Challenge opportunities reflect the greater depth interim standards in the planning and 1.3 (j) Independent applications are aimed at greater depth. 1.7 (a) Workshops for parents in each year group for parents to see how maths is taught and introduction to mastery</p>		<ul style="list-style-type: none"> Talk to some children in different year groups & pupil groups (disadvantaged, boys) about their reading, writing & phonics and how they are supported at school. Attend a Reading, Writing or phonics lesson with a senior leader who can guide you in understanding what is going on. Attend a parent maths workshop. Look at some children's work (across all pupil groups- middle prior attainers) with subject leaders. Discuss what interventions are in place. What impact are they having and how do leaders know? Evidence the progress pupils (disadvantaged, boys, middle prior attainers are making from their starting points). 		Ms Turner	
<p>Subject and subject leader focus – PSHE 3.2 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Attend a Young MP meeting and attend a family learning workshop. Look at some children's work with the PSHE leader (topic linked with a subject) Discuss leader's action plan, what action and the current/intended impact. Check and review PSHE policy. Attend a JIGSAW lesson with a senior leader who can guide them in understanding what is going on. Talk to some children in different year groups about the curriculum (focus on PSHE) and how they are supported at school. Speak to Young MPs about the role they have in school. What impact do they have and how does the school act on their views. 		Mrs Brown	
<p>Assessment 1.3 (f) Moderate and standardise writing frequently (weekly) through PDM's, year group, PPA, SLT and cluster to ensure children remain on track to achieve greater depth. 1.6 (a) All staff use the tracking system to monitor the children's progress from start points.</p>		<ul style="list-style-type: none"> Discuss how assessment for Learning is used in daily planning and the impact it has. Discuss what is happening for the more able children, for middle prior attainers in order to get to greater depth/exceeded ... and for children with SEND. Evidence that high attaining pupils are being adequately targeted and demonstrate challenge. Explain how the performance of pupils eligible for Pupil Premium compares to that of other pupils. Do the same for a comparison between boys and girls. <p>• Look at Autumn term data. Attend pupil progress meeting. Attend PDM moderation.</p>		Mr Howard /Mrs Cornish	

Manor Infant School and Nursery
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Spring Term 1 (Jan 18-Feb 18)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk.</p> <p>4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment</p> <p>4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>Science audit</p> <p>4.6 To improve the teaching, learning and assessment of Science so that Science has a higher profile in the school (link to 3.3)</p>		<ul style="list-style-type: none"> Talk to some children in different year groups & pupil groups (disadvantaged pupils) about their Science and how they are supported at school. What are the standards like in Science across the year groups? How does the leader know and actions are in place to raise them? Attend a Science lesson with a senior leader, who can guide you in understanding what is going on. Look at some children's work (across all pupil groups- boys, disadvantaged) with subject leaders. Evidence the progress pupils (disadvantaged, boys, middle prior attainers are making from their starting points) Discuss leader's action plan, what action and the current/intended impact. 		Miss Hunt/ Mrs Warnes	
<p>Subject and subject leader focus – ICT/esafety</p> <p>3.3 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Look at some children's work with the computing leader (topic linked with a subject) Discuss leader's action plan, what action and the current/intended impact. Check and review Computing and e-safety policy. Attend a computing lesson with a senior leader who can guide you in understanding what is going on. Talk to some children in different year groups about the curriculum beyond reading, writing and maths skills (focus on Computing and e-safety) and how they are supported at school. 		Mrs Kiddell	
<p>Nursery</p> <p>5.1 The nursery provision is embedded into the school's leadership and management strategic thinking</p>		<ul style="list-style-type: none"> Attend a nursery session with a senior leader focussing on children who are eligible for early years pupil premium. Discuss the provision in place and the impact it has had on the child's development. Talk through with senior leaders the current profile of the nursery in terms of strengths and areas being developed. Check the nursery section on the website and ensure it communicates clearly the effectiveness of the provision on offer. 		Mrs Cornish	

Manor Infant School and Nursery

Governor Monitoring and Evaluation Schedule 2017-2018

Spring Term 2 Feb 18-Apr 18)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk. 4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment 4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>Parent/Pupil interviews/ Questionnaire</p> <p>1.7 Increase parental engagement at all levels with a specific focus on learning. (link 3.1g)</p>		<ul style="list-style-type: none"> Speak to parents during school events or first thing in the morning. Ask pupils questions relating to behaviour, safety and their experience at Manor. Send out questionnaire and analyse results. Compare to previous years. Discuss improvements and successes. 		Mr Howard	
<p>Subject and subject leader focus – RE</p> <p>3.3 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Look at some children’s work with the RE leader (topic linked with a subject). What are the standards like in Geography across the year groups? How does the leader know and actions are in place to raise them? Discuss leader’s action plan, what action and the current/intended impact. Check and review RE policy. Attend a RE subject lesson with a senior leader who can guide you in understanding what is going on. Talk to some children in different year groups about the RE curriculum 		Miss Dady	
<p>Assessment</p> <p>1.3 (f) Moderate and standardise writing frequently (weekly) through PDM’s, year group, PPA, SLT and cluster to ensure children remain on track to achieve greater depth.</p> <p>1.6 (a) All staff use the tracking system to monitor the children’s progress from start points.</p>		<ul style="list-style-type: none"> Discuss how assessment for Learning is used in daily planning and the impact it has. Discuss what is happening for the more able children, for middle prior attainers in order to get to greater depth/exceeded ... and for children with SEND. Evidence that high attaining pupils are being adequately targeted and demonstrate challenge. Explain how the performance of pupils eligible for Pupil Premium compares to that of other pupils. Do the same for a comparison between boys and girls. Look at Spring term data. Attend pupil progress meeting. Attend PDM moderation. 		Mr Howard /Mrs Cornish	

Manor Infant School and Nursery

Governor Monitoring and Evaluation Schedule 2017-2018

Summer Term 1 (Apr 18-
May 18)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk.</p> <p>4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment</p> <p>4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>Budget incl. Pupil premium spend and sports premium</p> <p>1.5 Diminish the difference between disadvantaged pupils and others, particularly in writing in relation to National figures</p> <p>4.3 To improve the teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium</p>		<ul style="list-style-type: none"> Review spend. Discuss how the spend has impacted on disadvantaged pupils. Discuss what improvements the allocation has brought about. Discuss how this is measured and ensure that this is reported to parents via the school's website. Ensure all governors know how the school spend this money. Discuss whether actions are working and are of suitable quality ready to report at F and R eg Are there any issues in the performance of pupils who are eligible for the pupil premium funding? 		Mr Howard /Mrs Forse	
<p>Subject and subject leader focus – History</p> <p>3.4 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Look at some children's work with the computing leader (topic linked with a subject). What are the standards like in History across the year groups? How does the leader know and actions are in place to raise them? Discuss leader's action plan, what action and the current/intended impact. Check and review History policy. Attend a History lesson with a senior leader who can guide you in understanding what is going on. Talk to some children in different year groups about the curriculum beyond reading, writing and maths skills (focus on History) and how they are supported at school. 		Miss Shairp	
<p>Nursery</p> <p>5.1 The nursery provision is embedded into the school's leadership and management strategic thinking</p>		<ul style="list-style-type: none"> Attend a nursery session with a senior leader focussing on children who are eligible for early years pupil premium. Discuss the provision in place and the impact it has had on the child's development. Talk through with senior leaders the current profile of the nursery in terms of strengths and areas being developed. Check the nursery section on the website and ensure it communicates clearly the effectiveness of the provision on offer. 		Mrs Cornish	

Manor Infant School and Nursery

Governor Monitoring and Evaluation Schedule 2017-2018

Summer Term 2 (May 18-
July 18)

School priority – Foci (SIP link)	Date	activity	Gov	Staff	RAG
<p>SIP Priority learning walk. 4.2 (b) All teachers consistently use and apply purposeful, effective marking and feedback in the moment 4.4 (a) ensure that differentiation (including questioning) provides appropriate challenge for higher attaining pupils in all year groups to ensure AFL is being used and potential not capped</p>		<ul style="list-style-type: none"> Attend a Writing or maths lesson with a senior leader and observe how teacher and TA questioning moves learning on and deepens thinking. Focus on differentiation and appropriate challenge for higher attaining pupils (especially boys). (Evidence disadvantaged pupils and boys progress within the session) Work alongside leaders to complete a book scrutiny with emphasis on marking and feedback as well as differentiation. (Look through a range of abilities. Include a mix of disadvantaged and boys) Year group focus (Ensure all year groups are covered) 		Year group leaders	
<p>Inclusion audit 1.1 From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. 1.2 To continue to develop and accelerate the quality of the children’s oral language and range of vocabulary from a very low starting point. 4.3 To improve the teaching of and provision for vulnerable groups, particularly pupils eligible for Pupil Premium.</p>		<ul style="list-style-type: none"> Talk to the inclusion leader about the management of behaviour, provision in place and external support to address barriers. Attend a class session, with a senior leader, who can guide them in the management of behaviour and what and why approaches are taken. Talk to the inclusion leader about how our school creates an ethos of inclusion in which intolerance of others is unacceptable. Discuss how our school actively promotes understanding and dialogue between different groups- EAL etc? Evidence the progress pupils are making from their starting points. Discuss the gap between SEN & those eligible for PP vs all other pupils; Discuss what interventions are in place. What impact are they having and how do leaders know? 		Mrs Turner	
<p>Subject and subject leader focus – Art/DT 3.4 Embed the role of the subject leaders so that they are held accountable for tracking and monitoring standards and the progress all pupils make in their respective areas of responsibility.</p>		<ul style="list-style-type: none"> Look at some children’s work with the art/DT leader (topic linked with a subject). What are the standards like in Art/DT across the year groups? How does the leader know and actions are in place to raise them? Discuss leader’s action plan, what action and the current/intended impact. Check and review Art/DT policy. Attend an Art/DT subject lesson with a senior leader who can guide you in understanding what is going on. Talk to some children in different year groups about the Art/DT curriculum 		Miss Haigh/ Miss Boatwright	
<p>Assessment 1.3 (f) Moderate and standardise writing frequently (weekly) through PDM’s, year group, PPA, SLT and cluster to ensure children remain on track to achieve greater depth. 1.6 (a) All staff use the tracking system to monitor the children’s progress from start points.</p>		<ul style="list-style-type: none"> Discuss what is happening for the more able children, for middle prior attainers in order to get to greater depth/exceeded ... and for children with SEND. Evidence that high attaining pupils are being adequately targeted and demonstrate challenge. Explain how the performance of pupils eligible for Pupil Premium compares to that of other pupils. Do the same for a comparison between boys and girls. Look at Spring term data. Attend pupil progress meeting. Attend PDM moderation. 		Mr Howard /Mrs Cornish	