

Governor Visits 2018-2019 (Linked to the school Improvement Action Plan)

EYFS (EYFS Governor)	Term One	Term Three	Term Six
Action	EYFS cohort visit by EYFS Governor Looking at induction and handover from Pre School. Looking at baseline and cohort strengths and weaknesses. Governor reads the class a story	EYFS Governor to check targets is achieved by January 2019 that 80% Phonics, 80% GLoD, and that those who are not at are identified, with weaknesses identified and intervention is in place. Governor checks that TA knows this information and the plan of action. Governor looks at learning journey records	EYFS Governor looks at the transition plans for EYFS pupils into Y1 Governor and Teacher identify the needs for next year (CPD) Governor takes part in a lesson alongside a pupil to see EYFS setting in action
Impact	EYFS governor knows the strengths and weaknesses of the cohort and actions for improvement. EYFS Governor is able to talk to OFSTED about the improvement journey being made from last inspection	Governor is able to talk about cohort strengths and weaknesses. Governor can comment on the standard of Teaching, Assessment and Learning (the impact of this early identification and the progress it allows)	EYFS is able to discuss the next steps developmental targets for the EYFS team and the Cohorts next steps for Y1
Challenge and Expectations (Chair of Governors)	Term One	Term Three	Term Six
Action	Governor visits to see the marking and feedback policy in action. Governor Joins HT for a book look, impact of marking is assessed by HT. Governor and HT set actions against the effectiveness of marking/feedback and impact/evidence of high expectations.	Governor visits all classes to see the impact of the actions agreed at the last visit. Governor meets with pupils to collect pupil voice, (“What are you good at? What do you find hard? How does the teacher help you? Does the teacher have high expectations of you? Give examples?)	Governor visits to see the (MA) pupil contributions to the whole school culture of high expectations. Ethos, Extra Curricular, Inspiring others

Impact	Governor is able to talk about the policy and how this is shown in books. Actions are agreed to ensure that the policy is embedded into practice and drives challenge and high expectations	Governor can measure and talk about the impact of policy and progress made	Governor can identify (names known but not shared with governors) pupils who were not at greater depth but are now. Governor can talk about the impact of the schools high expectations on pupils outcomes and achievements
Vulnerable Pupils (SEN Governor)	Term One	Term Three	Term Six
Action	Governor to know who are the vulnerable pupils, why and what will happen to aid them (names known but not shared with governors)? Governor to see misconception analysis for cohorts (inc vulnerable pupils). Governor to see that this identifies vulnerable pupils (SEN, PP, LAC, data vulnerable pupils). Governor to see how a Key performance Issue is targeted for improvement (KPI)	Governor to check that Reading, Writing, maths and phonics KPI interventions have reached a 80% target Governor to see practice in action , by: - looking at books of Vulnerable pupils -Observing some groups at work Pupil voice (What are you working to improve, are you getting better at...?)	Look at those who did not make last KPI target , have they made 100% attainment on KPIs Have pupils continued to make progress , those who made last KPI did they make next KPI?
Impact	Governor can talk about strategies for SEN being evident and working. Governor can talk about the strengths and weaknesses of the schools vulnerable cohorts. Governor can measure the improvement of cohorts against KPI as well as progress data	Governor can talk about measured progress that might not appear in ARE data. Governor can set targets for individual/groups of students that can be measured in following visit (providing challenge)	Governor can identify impact made to pupils and talk about: What does the improvement look like? Why did interventions work? What will we do next?
Standards at end of KS1/2 (Teaching	Term One	Term Three	Term Six

and Learning Governor and Data Governor)			
Action	<p>Governor to explore Cohort weaknesses (from Governors data report)</p> <p>Maths in Y2</p> <p>Writing in Y6</p> <p>Governor to discuss with HT and teacher, what are the misconceptions holding pupils back?</p> <p>Have the Key Performance Issues been identified?</p> <p>Does each vulnerable pupil have a plan for fixing this (group plan or intervention plan?)</p>	<p>Governor to see practice in action:</p> <ul style="list-style-type: none"> -Book look -See groups working, learning walk -Pupil voice 'what are you working on (KPI target) Are you improving?' 	<p>Look at those who did not make last KPI target, have they made 100% attainment on KPIs</p> <p>Have pupils continued to make progress, those who made last KPI did they make next KPI?</p> <p>(names known but not shared with</p>
Impact	<p>Governor can say (names known but not shared with governors) Who is at risk, why they are at risk, what is the plan to fix this and the Goal, (80% to make KPI)</p>	<p>Are milestones achieved, Governor can report this and set next milestone.</p>	<p>Governor can identify impact made to pupils and talk about: What does the improvement look like?</p> <p>Why did interventions work?</p> <p>What will we do next?</p>