

Monitoring Schedule for 20 – 21, Recovery curriculum

Monitoring against plan noted January 2021

The lead governor (first name on list) should liaise with the teachers and establish suitable times they could meet before speaking to other governors and inviting them to the virtual meeting.

If you are meeting only one teacher at a time, please ensure there are no more than 2 governors meeting with them so they don't feel overwhelmed.

Area	Governors	Teachers	Monitoring	Planned & Actual
Recovery Curriculum	Liz Louise Ken Stuart	Sam Mortimer Arnold Worton-Geer	How are we adapting our curriculum to help pupils catch up? What about in [subject]? How are we balancing catch-up with providing a broad and balanced curriculum? Have we suspended or dropped any subjects temporarily? If so, what are the implications of this? What will the transition back to the normal curriculum look like? What interventions your school is running, and who they're for? Why school leaders chose those interventions? What they expect the outcome of each intervention to be? What evidence the school has that pupils taking part in these interventions are making progress? What are the views of parents, pupils and staff? How is their well-being catered for?	<ol style="list-style-type: none"> 1. Now to review first weeks - 9/10/20 2. November – 17/11/20 3. January – postponed until school reopens 4. April 5. July
<p><i>From visit notes</i></p> <p>The school has taken a strong lead in ensuring children are regaining good attitudes and stamina for learning. All staff are aware and on board with ensuring that children's learning, emotional and physical needs are catered for in the most appropriate ways the school can provide.</p> <p>It is clear that the deputy and curriculum lead have worked extensively with the headteacher to ensure a structured and responsive approach to the challenges of the children returning from their extensive lockdown in the summer term.</p> <p>Explore measures the school has of children's progress against the curriculum.</p>				
Quality of Education	Roger Ken Liz	Nancy Nicolson Arnold Worton-Geer	What your school teaches (curriculum), how well it teaches it, and what results you achieve? How is gap filling being achieved for all subjects? What is the impact of the support being offered to teachers and TAs to develop the quality of education?	<ol style="list-style-type: none"> 1. November/December – 30/11/20 2. March 3. May/June
<p><i>From visit notes</i></p>				

<ul style="list-style-type: none"> Evidence of a planned, on-going curriculum that is both balanced and ambitious. Strong team support at all levels leading to a more motivated and happy staff. 				
Remote Learning	Roger Ken Louise	Sam Mortimer Arnold Worton-Geer Nancy Nicolson	How are we ensuring that remote learning aligns with what we're delivering in school? How well are pupils engaging with remote learning? What are we doing to improve low engagement, or engage reluctant pupils/families? Or those without online learning facilities?	<ol style="list-style-type: none"> November – 9/11/20 Any time we have to close a bubble or the school February meet with teachers and TAs
<p>From visit notes</p> <ul style="list-style-type: none"> Clear policy for remote learning supported by clear plans for three tier implementations relating to one child off school, whole class off school or whole school closed. Staff, parents and pupils have all been trained and supported to be ready to deliver and access remote learning Excellent use of technology enabling quick feedback on pupil progress with the learning High levels of engagement and clear support to re-engage and support any children not engaging well. 				
Inclusion – SEND, PP, COVID vulnerable groups	Sandra Tony Roger	Gemma Higgs Sue Spearman	<p>Where gaps in learning are? Which groups, if any, are more affected?</p> <p>How the school is planning to address learning gaps?</p> <p>What support are we putting in place for disadvantaged pupils and pupils with SEND, with our recovery curriculum?</p> <p>What impact is the PP funding having?</p> <p>How is their well-being being catered for?</p> <p>Pupil perceptions.</p>	<ol style="list-style-type: none"> End of October – 26/11/20 February, - speak to new SENCO team May, July
<p>From visit notes</p> <p>Things appear on a positive trajectory, with funding being applied well and there are some really positive steps being taken.</p> <p>There was an additional meeting about Young Carers with Paul and Arnie - this group should be included in future meetings</p>				

Safe Guarding including online and GDPR	Liz Roger Louise Stuart	Sue Spearman (DSL) Sam Mortimer (online) Gemma Higgs (online) Arnold Worton-Geer (GDPR)	How are we ensuring online learning is safe? How are we monitoring vulnerable pupils at home during another lockdown or closure of bubbles? Which pupils are being offered learning in school during a lockdown? How are we contacting and supporting vulnerable pupils? How are we remaining GDPR compliant? What CPD has been offered to address any problems the school has come across?	<ol style="list-style-type: none"> 1. Ongoing Safeguarding Meetings every 2/3 weeks 2. November SCR check 3. February, 4. June
<p>From visit notes Focus visit on GDPR and online safety and separate visit on SCR. All outstanding actions completed from previous SCR visit. GDPR and Online Safety policies and practice updated and in line with all requirements.</p>				
How gaps are being addressed – data	Tony Stuart Louise	Sue Spearman Arnold Worton-Geer	How do we know where gaps in learning are? Which groups, if any, are more affected? How the school is planning to address learning gaps? How is catch up funding being used? What impact is funding having? What is being put in place to address identified issues raised through data collection and what is the impact of this?	<ol style="list-style-type: none"> 1. 12th October to review baseline 2. January 3. April 4. July
<p>From visit notes This monitoring did not take place in the autumn term</p>				
Health and Safety	Paul Stuart	Rob Townsend Sue Spearman	Are social distancing measures adequate?	<ol style="list-style-type: none"> 1. October site visit 2. Review of each new RA issued scheduled for 27/1/21 LGB meeting 3. January, site visit 4. April, 5. July
<p>From visit notes This was planned for December but as the school went into tier 4 and had a positive case, the visit did not take place. Further meeting was planned for w/c 4/1/21 but school now closed to all but vulnerable pupils and Key worker children.</p>				

