

**Governor Evaluation**

**…working in partnership for the monitoring of the whole curriculum**

**St Buryan Academy**

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| **Governor:** | **Academy Senior Leader:** | **Date:** |

**Focus of visit - The Curriculum** (linked with priority area one - Developing Leading Edge Curriculum, including high quality teaching and learning in all academies)

To ensure that the curriculum offered to pupils is broad, balanced, accessible to all and follows the principles of a demanding, relevant and contemporary education that allows all pupils to excel.

Adaptions in response to the Covid-19 pandemic are to be included.

| Question | Subject/Faculty Leader Account | Governor Evaluation |
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| 1. ***What is the intent of our curriculum?***   a. How is ambition, breadth and balance evident across the curriculum?  b. Do we have appropriate coverage including RE and RSE  c. How does the curriculum cater for groups of pupils?  d. How are we using research as evidence to support our decisions in spending recovery funding in the curriculum?  e. The extent to which leaders are ambitious for ALL pupils  f. Are staff working together to share planning within departments, across subject areas and year groups? |  |  |
| 1. ***How are we implementing our curriculum?***    1. What evidence is there that there is coherence across the school from one subject to another?    2. Have we simplified it, to allow staff to plan together and ensure quality?    3. How do we give pupils the opportunity to talk about what they are learning? How are the oracy skills developed?    4. Do we identify key words that they need to understand and use in each topic?    5. Do we use a stimulus at the start of a topic? Examples?    6. Do we explicitly set out what core knowledge we expect our pupils to know for each topic?    7. How do we engage pupils with broader reading as they progress through the school?    8. How do we address the ‘word gap’ for disadvantaged pupils on entry to school?    9. Do all pupils have the opportunity to access the challenging materials? How has this changed over the past 12 months? Are there any situations in school with a top, middle and bottom table? |  |  |
| 1. ***How are we measuring the impact of our curriculum?***   a. What subject based CPD are we offering our staff?  b. How have the staff who are teaching new subjects been supported to improve their core knowledge?  c. How do we check ‘topic plans’ and are they having the desired impact?  d. What opportunities do pupils get to talk about their learning? And who listens?  e. Do pupils get the opportunity to produce quality outcomes (beautiful work) in all subjects/year groups?  f. How many visits/visitors might a pupil experience through their school year?  g. Can I have some examples of how the curriculum prepares pupils for modern life as global citizens? |  |  |
| Summary of Governor Curriculum Monitoring:   1. Key points 2. Next steps – who and when by 3. Impact of governance | | |

| Is there anything else that needs mentioning? |
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| Please highlight any areas of excellence that you feel are worthy of sharing across the Trust |
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(add or delete as necessary)

| Acronym Glossary: |
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| LTP Long-Term Planning  PPM Pupil Progress Meeting  MAT Multi-Academy Trust  SLT Senior Leadership Team  NfER National Foundation for Educational Research  IPM Individual Provision Map  GPM Group Provision Map  WCR Whole-Class Reading  PP Pupil Premium  SIP School Improvement Plan  PDM Professional Development Meeting  SPaG Spelling, Punctuation and Grammar  WTS Working Towards the Expected Standard  EXS Working At the Expected Standard  GDS Working at Greater Depth within the Expected Standard |