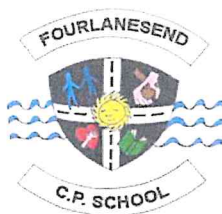




<p><b><u>School Development Plan Priority</u></b>                  Quality of Education - Specific gaps identified following assessments from last year – Covid/Recovery curriculum. Please note, this may be amended/built on over the year based on assessment.</p>	<p><b><u>Focus of Visit</u></b>                  Maths - In Maths identify gaps and teach content pupils have missed with a focus on core concepts and procedures.</p>
<p><b><u>Visit time, date and Governor name:</u></b>                  Vicky Richards</p>	<p><b><u>Staff name:</u></b>                  Fran Ferguson and Emily Green</p>
<p><b><u>SDP actions to consider</u></b>                  Teaching for mastery CPD                  Using white rose as a skeleton fills the gaps and also follows DFE guidance</p>	
<p>Ofsted - Good Implementation</p> <ul style="list-style-type: none"> <li>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</li> <li>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</li> <li>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</li> <li>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</li> <li>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic.</li> <li>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> <li>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</li> </ul>	
<p><b><u>Previous visit: Progress on agreed actions and Impact</u></b>                  Discuss Mastery training and lesson modelling                  Review maths area on website</p>	
<p><b><u>Observations and Discussions</u></b>                  We have continued to fill gaps and have used assessment through the year to further identify areas that needed more input and have amended lessons for this.                  Discussed attendance and it has improved which has helped.                  Explained that we have completed the Mastery year but will not be taking up the offer of continuing to the next phase as</p>	

Fourlanesend Community Primary School – Governor monitoring visit report form



due to changing staff we will not have the time to complete it. We have gained some useful resources. We will be continuing with following the White Rose order and using the workbooks where teachers are happy with them. This is being updated for September based on feedback this year and is still linked to the Ready to Progress criteria from the DfE. Showed cross-curricular maths on the website and explained how it is included in our medium term plan for Science and foundation subjects.

**Further Action Required:**

Discuss new White Rose order – how is it going?  
New staff in September – ensure all following school policies and expectations

**Impact of Governance:**

Ensuring SDP coverage for maths and that gaps have been addressed and support put in place.

**Date and time of next visit:**

Autumn22

**Governor signature:**

**Date:** 22/06/22

**Staff signature:**

*J. Johnson*