

Armathwaite Community Primary School

School Improvement and Development Plan

2018-19

“It takes a whole community to raise a child”

Armathwaite School is the centre for learning for people of all ages within its community. The children are at the heart of the community and their education is our core task. We recognise and value the important role that parents/ carers play in their child’s education and we work together to achieve the best for each child. We believe that every person, regardless of age, can learn from the experience and expertise of others. We welcome people from the community into school to share their expertise with the children and we take our children out into the community to learn. We are a community school in more than just name.



Strategic Intention ~ We want our children to become life long learners, proficient in the skills and competences for independence in learning, with a thirst for knowledge and understanding that will enable them to thrive in an ever changing world. We provide opportunities for them to apply their learning in new and creative contexts that are meaningful and purposeful. We plan and teach in away that encourages our children to recognise their own and each others contribution to the learning process.

Strategic Intention: ~ We recognise and value each person’s unique characteristics and strengths. We celebrate our differences. We believe that every child is entitled to a broad, rich and well-balanced curriculum allowing them all to be successful. We support each child in their further development according to their individual needs. We strive to cater for multiple intelligences and achieve high standards in all areas of a rich curriculum.

Development priority	Success criteria	Tasks and activities	Time\ Who	Cost	Monitoring strategies
<p>To develop curriculum design and learning opportunities grounded in the needs of the learner and skills for 21st century living.</p> <p><u>Quality of Teaching, Learning and Assessment</u></p>					
<p>1 Embed assessment of and for learning across the curriculum. through focus on communication and dialogue between student, teacher and parent\carer with the aim of facilitating the development of self-efficacy in all involved (student, teacher, parent)</p> <p><u>How?</u></p> <p>a) Student profiles and reports</p> <p>b) Student feedback and input on teaching</p> <p>c) Confidence level indicators especially in maths</p> <p>2 Complete a system to track and align learning behaviours and skills to progress.</p> <p>Further development of positive ways that student voice inputs on school development including teaching and learning.</p>	<p>High levels of achievement and attainment capitalising on learning skills and behaviours. Positive learning experiences.</p> <p>Parent\student and school working closely and effectively together.</p> <p>Students able to identify and use their learning skill strengths and areas for further development with increasing independence.</p> <p>Interview reporting embedded across the curriculum.</p> <p>Student voice evident in SIDP, action plans, PE and School Sport and everyday running of the school.</p> <p>Student feedback on teaching supports continuous development. Discussions and process develops student and teacher awareness and understanding.</p>	<p>Teacher\STA\TA-student feedback meetings about learning and targeted interventions. Discussions personalised to students. Students attend parent meetings to triangulate conversations and work together.</p> <p>Regular review of opportunities for learning curriculum skill development across all learning and response to what needs to be done at the time of review.</p> <p>Focus on the importance of modelling of attitudes and behaviours</p> <p>Survey feedback.</p>	<p>All staff.</p> <p>Spring 2019 ~</p> <p>HH, HG</p> <p>BA, RG</p> <p>LW, KH</p> <p>AMP</p> <p>Named Gov:</p> <p>Ben Wohl</p> <p>All staff through plans and delivery</p>	<p><i>Deliver through staff meetings, INSET and reading ~research evidence and literature.</i></p> <p><i>Cost of books etc.</i></p> <p><i>£80</i></p>	<p>Key question: To what extent does the school’s responsive curriculum foster and promote positive dispositions to learning and teaching ? Impact of this?</p> <p>Key question: How effectively is self-reflection used to develop positive learning dispositions: Does this impact positively on progress and standards?</p> <p>Evidence trail: Staff, pupil, parent\carer discussion\ feedback.</p> <p>Key Questions: How effective is communication between teachers and students?</p> <p>What impact does this have on learning?</p> <p>Evidence trail: Increased confidence communicated in feedback from pupils/teachers.</p>

<u>Pupil Achievement ~ Standards</u>					
Development priority	Success criteria	Tasks and activities	Time Who	Cost	Monitoring strategies
<p align="center"><u>Standards in English</u></p> <p><u>1 Speech and Language</u></p> <p>Maintain focus on speaking and listening development alongside thinking skills. High priority given to language enrichment and vocabulary acquisition. Time for conversation. DDI project in early years. Read stories to children.</p> <p>Provide experiences to develop language and communication. Work with parents. (See EYFS action plan).</p> <p><u>2 Reading</u></p> <p>Embed reading pace, stamina and comprehension skills across school with a continued emphasis on boys. Increase frequency of written comprehension and assessment. Wider parental engagement. Triangulation of support.</p> <p><u>GPS spelling focus in lower KS2</u></p> <p>Focus on GPS across school, particularly lower KS2.</p> <p>Jolly Grammar and spelling in Year 1 and 2.</p> <p>Systematic teaching of spelling. Evaluate impact of Read, Write Inc and consider alternatives.</p> <p>Regular spelling and grammar assessments.</p> <p>Active engagement in spelling, particularly using and applying spelling, grammar and punctuation.</p> <p>Focus on developing working memory skills.</p> <p>For more information see English Action Plan</p>	<p>Differences will be diminished for children with limited vocabulary.</p> <p>Children develop a love of reading.</p> <p>Good levels of attainment and progress across Key Stages and in line with or above National Standards for EYFS\Phonic screen\KS1 and KS2.</p> <p>GPS clear in English plans with evidence in lessons across the curriculum. Progress evidenced through monitoring of assessment.</p>	<p>Continue to raise awareness of the importance of language acquisition for all stakeholders, particularly with reference to early years Education Endowment Fund research.</p> <p>Continue successful sharing books experience for children in Year R \1 and plan visits for all and specific for identified pupils. Provide narrative therapy group sessions.</p> <p>In response to positive feedback and request host another school reading event.</p> <p>Through student voice and reading event promote and discuss the value of talking about books and stories. Promote the importance of reading aloud to your child.</p> <p>Increase Read, Write Inc frequency and monitor impact. Evaluate at end of Autumn term and consider continued use or changing to another scheme.</p>	<p>HH ~ English Subject Lead\ EYFS Lead</p> <p>LW, KH, CH</p> <p>HG, RG, BA, HH, LW, KH</p> <p>BA, RG, HG, HH, LW, KH</p> <p>Named gov: Neil Ruddle</p>	<p>Cost of narrative therapy</p> <p>£400 per term</p> <p>Y1 and 2 pupil books</p> <p>Jolly Grammar ~ £120</p> <p>Books ~ Y3 to 6 £80</p>	<p><u>Evidence Trail:</u></p> <p>Identified children make progress and report increased confidence in reading, spelling and comprehension</p> <p><u>Evidence Trail:</u></p> <p>Work scrutiny in staff meetings and observations by subject leader\HT head teacher and Governors.</p> <p>Impact of focus on developing and extending vocabulary and learning to adapt speech in a range of contexts will be evident in reading and writing (work scrutiny and progress).</p>

Pupil Achievement ~ Standards

Development priority	Success criteria	Tasks and activities	Time Who	Cost	Monitoring strategies
<p><u>Standards in Maths</u></p> <p>Preparation for the new times table test in Year 4.</p> <p>Pace and accuracy in arithmetic and reasoning in both general learning contexts and in timed test situations.</p> <p>Develop the use of confidence levels in maths to indicate ~ mindset change . Support and intervention if needed for children who say they have low confidence levels in certain aspects of maths.</p> <p>Responsive teaching and planning relating to the above and assessment to provide challenge and support as needed.</p> <p>Early intervention to support conservation of number and the transition from counting to calculation in for identified children.</p>	<p>Confidence and accuracy in response and application with a specific focus on multiplication and division.</p> <p>Consistent progress and results in maths through the provision of challenge and support as required.</p> <p>Numicon Intervention Programme is used promptly and effectively to support the identification and prevention of misconceptions and gaps.</p> <p>Children aware of strengths in maths and areas they need to work on/next steps. With support they act on these.</p> <p>Marking response is evidenced through observation and work scrutiny.</p>	<p>Share and monitor maths planning with links across the curriculum and planning for challenge and support as required.</p> <p>Continued rigour in KS2 mental maths reinforced through use of models and images including Numicon, working towards memory development and retention for recall and use. Specific focus in lower KS2 ~ multiplication and division.</p> <p>LW continues to provide NIP to identified pupils in response to student feedback\teacher assessment for learning.</p> <p>Confidence levels discussed with new and current staff in meetings and with students in maths lessons.</p> <p>Additional support for identified pupils needing extra support to diminish gaps.</p>	<p>Maths Subject Lead ~ BA</p> <p>BA\RG\ HG\LW</p> <p>BA\HH\ HG\RG\ \LW\K H\AMP</p> <p>HH\LW</p> <p>Named Govs: Sheila Stuart and Grant Smith</p>	<p>Staff meeting and IN-SET time.</p> <p>Materials to support times tables</p>	<p><u>Key Question:</u> Are standards in mental arithmetic good? How and why? Are mental maths strategies being used in reasoning contexts.</p> <p><u>Evidence trail:</u> Monitoring of multiplication\division across KS2 by maths subject lead.</p> <p>Continued evidence trail. Work scrutiny. Monitor progress through teacher observation and use of school maths assessment programme results.</p> <p><u>Key question:</u> are confidence levels being used consistently across maths learning?</p> <p><u>Evidence Trail:</u> Maths intervention results in students confidence levels improving. Analysis of tracking.</p>

Early Years Foundation Stage

Strategic Intention: We recognise and value each person's unique characteristics and strengths. We celebrate our differences. We believe that every child is entitled to a broad, rich and well-balanced curriculum allowing them all to be successful. We support each child in their further development according to their individual needs. We strive to cater for multiple intelligences and achieve high standards in all areas of a rich curriculum.

Development priority	Success criteria	Tasks and activities	Time/Who	Cost	Monitoring strategies
<p>Active work to diminish disadvantage for identified vulnerable\disadvantaged children on entry. Discreet work to develop self-regulation.</p> <p>Parental engagement , particularly for disadvantaged\vulnerable children.</p> <p>Develop visual and working memory for reading .</p> <p>Assessment and moderation in early years.</p> <p>Writing in early years across curriculum.</p> <p>See EYFS Action Plan.</p>	<p>Gaps will be diminished\diminishing.</p> <p>Children will develop self-regulation . Language and communication skills will develop, including speaking and active listening. Tier 2 vocabulary is a focus across all areas of learning.</p> <p>Parents confidence grows and they engage actively in supporting their child's learning.</p> <p>EYFS is moderated and good practice shared with colleagues within our cluster.</p>	<p>Speech and language development focus for all children and specifically for identified children. Diminishing Disadvantage project. Talk Boost</p> <p>PEEP and Super Movers.</p> <p>Additional support is provided as needed and teaching is responsive to meet the interest and needs of individuals in the current cohort, with thought given to and clear plans made for the development of Tier 2 vocabulary.</p> <p>HH to support colleagues in the development of high quality EYFS observation and assessment skills.</p> <p>Staff meeting time planned for assessment moderation and guidance.</p>	<p>HH\LW</p> <p>KH\ Chloe Hall</p>	<p>£400 per term</p> <p>Super Movers and SM Club staffing costs ~</p> <p>£900 per year</p>	<p><u>Key Question:</u></p> <p>Are gaps being diminished?</p> <p><u>Evidence trail:</u></p> <p>Progress tracking shows that gaps are being diminished. The link between progress and self-regulation COEL can be identified.</p> <p>Planning across the curriculum includes EYFS. Evidence of high quality EYFS assessment evident in moderation meetings.</p>
<p>To continue to provide a broad and rich curriculum delivered by subject specialists with a specific focus on science, music and French.</p>	<p>Children are keen and excited to attend school and to learn. They have opportunities to develop interests and to use learning skills, creativity and core skills in exciting learning contexts. Feedback on science, music, French is positive.</p>	<p>Ensure timetable provides opportunities for a broad and rich curriculum.</p> <p>Support for the development of science, music, French and other subject areas.</p>	<p>Timeta- bling ~HH</p> <p>RG</p> <p>HH</p>	<p>Resources consum- mables and visits.</p>	<p>Student engagement and feedback.</p>

Strategic intention: We are committed to providing opportunities for our children to become aware of their role and responsibilities within their own community and to have a sense of belonging; we want them to become understanding and respectful global citizens thus making a positive contribution to our school and the wider world.

Development priority	Success criteria	Tasks and Activities	Time Who	Cost	Monitoring strategies
<p>To develop the school as part of a wider community of learners.</p> <p>To raise awareness of cultural diversity.</p> <p>To promote community cohesion.</p> <p>Work towards Rights Respecting School Gold award.</p> <p>Renew application for SAPERE Gold.</p> <p>Application to renew Fair trade school status.</p>	<p>School is outward facing, committed to building a rich environment for learning in partnership with parents and community.</p> <p>Links are developed with other schools both locally and further afield.</p> <p>Celebrate and experience local, national and international culture and diversity.</p> <p>Use of gold vocabulary modelled in assemblies and then developed and used across curriculum.</p> <p>SAPERE Gold renewed.</p> <p>Fairtrade status maintained. Children experience active citizenship opportunities.</p>	<p>Link to community through seasonal events through school going out into the community and the community coming into school.</p> <p>Maintain links with our cluster and with our peer school Patteril Bank, Carlisle.</p> <p>Offer shared training wherever possible.</p> <p>Big classroom development.</p> <p>Connection with MOET school, Malawi.</p> <p>Use of RRS Gold vocabulary and complete application or begin process of doing this.</p> <p>Provide time for and facilitate active citizenship opportunities for students in CIIL and through curriculum including Rights of the Child work.</p> <p>Opportunities for Y5 and 6 children to research own active citizenship projects. Plan and present to an audience.</p> <p>P4C training opportunities.</p> <p>Continue fair and local trade learning alongside global learning development in school.</p>	<p>HH\HG\ BA HH HG HH HH and all staff HH\HG HH\HG</p>	<p>Time Fees Fees Fees</p>	<p><u>Evidence Trail:</u> Positive feedback from children, staff and the community.</p> <p><u>Key question:</u> Have successful connections been made?</p> <p><u>Evidence trail:</u> Experiences, feedback, pupil attitudes.</p> <p><u>Evidence Trail:</u> Awards achieved. Active citizenship projects presented.</p>

Leadership and Management

Armathwaite School Vision: ~ Armathwaite School is the centre for learning for people of all ages within its community. The children are at the heart of the community and their education is our core task. We recognise and value the important role that parents/ carers play in their child's education and we work together to achieve the best for each child. We believe that every person, regardless of age, can learn from the experience and expertise of others. We welcome people from the community into school to share their expertise with the children and we take our children out into the community to learn. We are a community school in more than just name.

Development priority	Success criteria	Tasks and activities	Time\Who	Cost	Monitoring strategies
<p><u>Quality of teaching</u></p> <p>Focus on teaching</p> <p>Staff collegiate discussions including joint observation\teaching.</p> <p>Develop the use of student feedback to impact on teaching and learning.</p> <p>Further embed the strength of student voice in school.</p> <p>Learning (how as well as what) information shared with parent\carers\families to develop awareness of the importance of modelling and attitudes to learning.</p>	<p>Teaching is good or better across school.</p> <p>Student feedback is listened and responded to.</p> <p>Active contribution to school development\improvement.</p> <p>Student voice is inclusive and genuinely responded to.</p> <p>The positive culture in school is supported and extended.</p>	<p>Student feedback is used for the development and improvement of teaching and learning.</p> <p>Lesson observations including joint observations. Discussions about teaching in staff meetings.</p> <p>Regular student voice meetings which are acted upon.</p> <p>Share learning with parents through letters, meetings and events.</p>	<p>Weekly assemblies through each term, staff meetings, student\ teacher meetings.</p>	<p>None</p>	<p><u>Key Question:</u></p> <p>~ What evidence is there that student voice is being genuinely responded to? (Survey response)</p> <p>~ How is student voice impacting on school development?</p> <p>~ To what extent is student feedback impacting on and developing high quality teaching and learning in school?</p> <p>~ Evidence in actions carried out.</p>
<p>PE and School sport fund</p> <p>For further information see <u>PE and School Sport Fund Action Plan</u></p>		<p>HH to feedback on PE and School Sport at each governors meeting. Recurring item on Governor meeting agenda.</p> <p>Spending is recorded and monitored by LD.</p> <p>A wider range of activities for physical and emotional well-being are explored.</p> <p>Plans made for future actions/</p>	<p>HH Autumn</p> <p>HH, AMP, BA</p> <p>HH Autumn Term through to Spring and Summer.</p>	<p>PP funding this year ~</p> <p>All costs covered by</p>	<p><u>Key Question:</u></p> <p>Are governors well-informed of PE and School Sport Fund actions, spending and impact?</p> <p><u>Evidence Trail:</u></p> <p>Head teacher reports. Questions and challenge in Governor meeting minutes.</p> <p><u>Key Question:</u></p> <p>Is PE and Sport Fund benefitting all involved?</p>

Behaviour and Safety

Strategic Intention: ~ We aim to make our school a healthy school, giving our children the knowledge and understanding to be able to make informed choices for a healthy life style. We work together to ensure our safety and well-being.

Development priority	Success criteria	Tasks and activities	Time Who	Cost	Monitoring strategies
<p>To provide the best possible outcomes to ensure pupils are safe and healthy.</p> <p>Self-regulation and independence in learning is discussed and strategies developed.</p> <p>Self-regulation and independence in behaviour is discussed and strategies are developed.</p> <p>To make most effective use of PE and School Sports Fund for the development of healthy lifestyles both physically active and mental health and well-being promote and developed for all children.</p> <p>Parental involvement and engagement with this process.</p>	<p>Safe environment for pupils</p> <p>Children report that they feel safe and know how and where to get help</p> <p>Self-regulation and independence are evident across all learning and daily school life.</p> <p>Pupils adopt healthy lifestyles and know how to be physically and emotionally healthy.</p> <p>Evident in observations.</p>	<p>Safeguarding procedures up to date and followed rigorously.</p> <p>Physical environment is monitored so it is safe and welcoming.</p> <p>Home-school agreement is signed and upheld by all stakeholders (staff, governors, parents and children).</p> <p>Continue and develop healthy living club and the range of after school clubs to appeal to different student interests.</p> <p>Ask for\respond to parent feedback in parent questionnaire.</p>	<p>HH/LD</p> <p>Named Gov ~ Sheila Stuart ~</p> <p>Named Gov ~ Neil Ruddick ~</p> <p>All staff, governors and pupils</p> <p>HH</p> <p>HH\LD</p>	<p>Maintenance costs</p>	<p>Rigorously recorded and monitored by HH, LD and SS.</p> <p><u>Key question:</u></p> <p>Are pupils safe? Is a healthy lifestyle actively promoted?</p> <p><u>Evidence trail:</u></p> <p>Risk assessments are reviewed, updated and monitored by HH, LD and NR.</p> <p>Pupil involvement in risk assessments and the planning of safe and enjoyable play and lunchtimes.</p> <p>Club attendance figures monitored and feedback sought.</p>
<p>Effective use made of PE and School Sport Fund</p> <p>See PE and School Sport Action Plan.</p> <p>Governors are informed about school sport and PE funding spending and impact.</p>	<p>Students are fully involved in evaluating and measuring the impact of actions taken.</p> <p>Pupils feel and are healthier, with positive well-being and awareness of how to maintain this.</p>	<p>Students are fully involved in decision making for the development of PE, Sport and healthy active lifestyles.</p> <p>Website is kept up to date for PE and School Sport Fund.</p>	<p>HH\LD</p> <p>AMP</p>	<p>See PE doc</p>	<p>PE and School Sport Fund evaluation</p>

Strategic Development

Strategic Intention: We recognise the important role our school plays within our community. It is a valuable resource, a centre for social and educational activities. We strive to be a sustainable eco-school, providing the services and facilities to support the changing needs of our community.

Buildings, Grounds, IT and Resources

Development Priority	Success Criteria	Tasks and Actions Needed	When\ Timescale\Who	Costs	Monitoring Strategies
<p><u>Buildings and Site Development</u></p> <p>Building development on adjacent field and impact on school.</p> <p>Grant application for development of outdoor shelter area.</p>	<p>Positive working relationship is established with builders.</p> <p>School needs are met. Any negative impact on school is prevented.</p> <p>Funds are secured for development of the shelter area.</p> <p>Work is completed.</p>	<p>BW and HH to liaise with building company and monitor developments.</p> <p>HH to prepare application. LD and HH to secure quotation\building advice.</p>	<p>BW and HH</p> <p>HH and LD</p>	<p>Time</p> <p>Time</p>	<p><u>Key Question:</u></p> <p>Are we ensuring school needs are being considered during the building development on the school field.</p>
<p><u>Essential Maintenance Work</u></p> <p>Repair and decoration of fascia boards and guttering on main school buildings</p> <p>School building is maintained and decorated.</p> <p>Long term ~ decorate top room, big classroom and maths zone.</p> <p>Replace big classroom and library carpets.</p>	<p>School buildings and grounds are well-maintained.</p> <p>The main school building exterior woodwork and guttering will be repaired and decorated.</p>	<p>Identification of top priorities for maintenance\repair.</p> <p>Work with Team Armathwaite (PTFA) on targeted fund raising\ volunteer help to provide funds for this work to take place.</p> <p>Organise a 'give a day' event. Research expertise available.</p> <p>Include paid time for builder to work with volunteers.</p>	<p>Governing body, specifically working environment committee (including HH) ~ Spring term 2019</p>	<p>To be researched by HH and LD with members of working environment committee</p> <p>Spring 2019</p>	<p>Monitor progress with maintenance projects through working environment meetings, fed back to governors. Further actions required to move project forward identified and plans to achieve these actions made.</p>

Strategic Development Planning

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Staffing, IT, Governing body

Development priority	Success criteria	Tasks and activities	Timescale Who	Cost	Monitoring strategies
<p><u>Staffing</u></p> <p>1 Staff induction</p> <p>2 Ensure that all teaching staff have opportunities to develop and extend teaching skills through discussion, moderation, reading and team teaching. Focus on the quality of teaching, developing pedagogy.</p>	<p>Highly trained staff leading learning across the school in their specialist subjects with high levels of knowledge and experience of current good and innovative practice for 21st century learning (the ‘how’ or craft of teaching).</p> <p>Growth mindset amongst all staff in school and governing body, working towards sharing our growth mindset with parents and in our community.</p>	<p>Induction for new member of team.</p> <p>All new and current staff CRBs will be checked rigorously.</p> <p>All staff are familiar with staff handbook, particularly safeguarding.</p> <p>Continue to facilitate opportunities for teachers to discuss and share the ‘how’ of learning alongside the ‘what’. Keep abreast of new research and develop shared thinking about growth mindset.</p> <p>Moderation and networking opportunities organised with partner and cluster schools.</p> <p>All staff will have access to high quality CPD both in house and through course/cluster networking and reading web materials.</p>	<p>Autumn 2018 and Spring term 2019</p> <p>HH/LD</p> <p>Govs staffing committee</p>	<p>Time set aside as part of working hours.</p> <p>Supply cover</p>	<p>Safeguarding checklist.</p> <p>Monitor through Appraisal Reviews and staff feedback.</p>

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Staffing, IT, Governing body

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<p>IT provision</p> <p>Website ~ development of compliance monitoring</p> <p>Wider parental engagement in Internet safety .</p>	<p>IT is well maintained and works! New IT provision is sourced and working effectively.</p> <p>Website is fully Ofsted compliant.</p> <p>Parents engage with activities offered to support their children to use IT and the Internet safely. Children know how to use IT and the Internet safely.</p> <p>Film is used to evaluate and improve performance in lessons, particularly PE such as dance and gymnastics.</p>	<p>Regular maintenance of laptops and careful transportation and use by all using them.</p> <p>Website compliance training (AMP\KH)</p> <p>Activities planned to engage as many families as possible. Sign up request with a range of sessions offered, Discreet teaching and learning during computing lessons.</p> <p>IPads swill be used regularly in lessons for the evaluation and improvement of performance.</p>	<p>AMP\ New IT support Aut 2018 HH\AMP\ KH\BW Spring 2019 HG\BW HH\HG Spring 2019</p>	<p>New contract costs TBC</p> <p>Cost of training for 2 staff ~</p> <p>Cost of website development\ provision.</p>	<p>Monitor laptops, particularly for careful use and transportation. Ensure laptops can be moved and used in all zones.</p> <p>Feedback from pupils\ parents.</p> <p>Monitor use and impact in pupils being able to evaluate and improve their own performance. Feedback from pupils on this.</p>
<p><u>Governing Body</u></p> <p>Plans for governor visits to school are regular and achievable.</p> <p>Governor documents are organised on website.</p>	<p>Governors will have regular contact with their chosen areas of curriculum interest.</p> <p>Governors will be able to easily access and find documents on the governor section of the school website.</p>	<p>Committee meetings will be organised at regular and required intervals.</p> <p>Increased opportunities for governor visits to school. Find good times.</p> <p>AMP will organise folders and regularly update the governor page on the school website.</p>	<p>Two visits per year HH Governors</p>	<p>Time is the cost here ~ governor time and teacher time</p>	<p>Governor meeting feedback and evaluation of impact (awareness and understanding of learning in school and school management.</p> <p>Teacher feedback on value of meetings.</p>