



Record of Governor Visit

Name of governor: Annie Rack
Date of visit: 02/12/2022
Staff visited: Tracy Leverton
Purpose of Visit: SDP Monitoring
Visit reported to: Head, Governing Body
Focus of visit e.g. school development plan priority area
Monitoring of the SDP, particularly 2.1.e – 'Review the assessment of non-core subjects, ensuring that pre and post tasks are in place for all non-core subjects to further strengthen assessment.'
Key questions to ask
Answer/information shared
Ms Leverton is Phase Leader for Years 5/6 and Subject Leader for History, Geography and R.E. (Humanities). The SDP required that all subject leaders be given time to create an action plan for how the subjects and assessment will be developed during the academic year – Ms Leverton confirmed that this had taken place. She has a strong Action Plan in place for History using the Curriculum Maestro planning and subject support. R.E. follows the Lincolnshire Syllabus which is set externally by the Diocese. She is aware that this is being developed to improve assessment. As Geography has only recently come under her leadership, she is not as far developed on this as the other subjects. We mainly focussed our discussion on how the History curriculum is undergoing change. To the students, this is clear through their identification of which subject they are currently studying. Whereas in the last academic year, they may have referred to non-core work as 'topic', Student Voice feedback shows they are now able to make distinctions between the discreet subjects. The History curriculum now follows Curriculum Maestro, developed by Cornerstones. This has been checked to ensure that it matches all requirements of the National Curriculum. Ms Leverton has completed an audit of the History teaching and learning and has identified areas of CPD development within the staff, is seeking to make links between St Michael's and local historians, including Louth Museum, and would further like to create a Local Hub with other local schools to develop the use of resource sharing, including assessment resources. Moving to a new History scheme has created challenges for the staff of learning new subject matter as well as ensuring that they are focusing on what the students are learning rather than what they are doing. In her opinion Ms Leverton thinks that the staff are taking this challenge on well. Assessment has been developed by creating topic relevant pre and post assessment tasks. These are created from the Knowledge Organisers created by Curriculum Maestro. The tasks may take the form of 4/5 questions on the topic asked at the start of a project and repeated at the end, to see the progress students have made. These are adapted by teachers for students with additional

needs and different Year Phases. Differentiation of these tasks is regularly shared between Phase groups to share workload for teachers. Further to this summative assessment, teachers regularly use the formative technique of 'Flashback 4' at the beginning of lessons to ascertain the level of knowledge retention from the previous lesson. This is used regularly with the students, and they respond well to this technique.

We had some discussion of how assessment data is recorded and monitored by teachers and then fed back to Subject Leaders and Headteacher – how can they be confident that progress has been made? Ms Leverton is confident from book looks that this takes place. Furthermore, there is a tool on Curriculum Maestro which can be used to track progress. As part of the next steps, Ms Leverton is planning to explore this further.

Evidence provided to support answers/information shared

Ms Leverton gave me a tour around the Curriculum Maestro website, showing me lesson plans and a very handy tool, which shows clearly to all users the curriculum development of a topic from years 1 to 6. This is further split between historical knowledge and historical skills (referred to as concepts, e.g., handling of sources). This will allow a change of focus from what is being 'done' to what is being 'learnt'.

She also showed me her 'Subject on a Page' document for History which has been shared with all staff.

We discussed her monitoring of assessment in History by other teachers and she has a programme of book looks and learning walks which she carries out once every half term.

Key learning outcomes

What I found from our conversation was that there is a clear path forward with how to develop the curriculum and assessment of non-core subjects. The milestones have been met so far and our discussion showed that they have plans in place to meet the next steps also.

Next steps and additional questions

Ms Leverton has begun working with Mr Marritt on using the assessment tracking tools on the Curriculum Maestro site to record the progress of students in particular subjects and how this can be used during reporting to parents. Ms Leverton and I discussed meeting in the summer term for an update on how this has been developed.