

Elm Park Primary School Board of Governors Structure 2018/2019

HT Management Review Panel: Susan Fitzgerald/
Sarah Metcalf/ Sue Allen

Chair of Governors: Lorraine Earle
Vice Chair: Susan Fitzgerald

Pay Committee: Lorraine Earle/ Sue Allen/ Ifthi
Hoque/ John Newnham

Learning Environment
Key Lead: Nicole Lee
Team: Kate Toms
Governors: Susan Fitzgerald/Guss Addow

Leadership
Key Lead: Victoria Morris
Team: Lesley Fuller/Cate Deighan/Kate
Toms
Governors:
Governor Development and Compliance -
JN
Finance - SM
HR - Vacancy
Safeguarding - LE
Health & safety - SF
Equal Opportunities - SF
Data – SM
School Community – CD
Inclusion - SA

Pedagogy & Curriculum
Key Lead: Cate Deighan
Team: Lizzie Boyle/Amy Munro /Jessica
Christiansen
Governors: Samuel Mendy/John Newnham

Student and Family Support
Key Lead: Victoria Morris
Team: Jane Fishwich/ Debra Cain/ Michelle
Coker/ Terri Offord
Governors: Sue Allen/Farjana Ahmed

Assessment for Learning
Key Lead : Lesley Fuller
Team: Becky Jones / Liz Rowe
Governors: Sarah Metcalf/Ifthi Hoque

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Learning Environment: This focuses on the systematic development of shared values that underpin and drive improvement in behaviours for learning and the quality of relationships between staff, pupils and the wider community.

- The school's vision and values are understood by adults and learners and are demonstrated in the everyday life of the school, making impact on behaviour, relationships and outcomes
- Expectations of behaviour and relationships within the school community are explicit and create a positive culture
- Spaces effectively support teaching and learning, reflecting the needs of the learners and engaging them well
- Displays demonstrate and support the learning process, learners' progress and achievement
- Learner voice is valued, and as a result learners have ownership of their learning and an involvement in school improvement
- All learners are offered enrichment beyond their classroom lessons that broaden their experience and nurture aspiration and passions

Pedagogy and Curriculum: This drives continuous improvement in the quality of teaching through effective coaching and professional development, underpinned by a Quality Framework that captures effective practice in transparent and accessible language.

- Leaders and staff have a shared understanding of what makes learning and teaching effective and use this to shape professional development and school improvement
- Teachers have a good understanding of how learners learn and match their teaching strategies to the nature of the learning required
- Teachers' planning addresses the development of their learners' knowledge, skills and understanding and promotes their engagement
- Teachers, supported by subject leaders, deploy subject knowledge, understanding and skills effectively in the classroom to secure good or better progress for learners
- An explicit focus on the skills learners need to learn effectively leads to successful and independent learning and self-efficacy in adulthood
- Numeracy and literacy skills are systematically developed across the curriculum
- Teachers provide accurate, specific, and timely feedback for improvement, with opportunities for learner response, so that progress is consistently good or better
- Learners experience a rigorous, broad, challenging and coherent curriculum which includes a defined menu of entitlement for all learners
- Professional development is targeted with individuals, teams and staff in response to assessment information and school self-evaluation
- Teachers engage in planned professional dialogues together, see and share best practice and outcomes to improve their own effectiveness
- Staff commitment to self-evaluation and self-development is high, improving their own impact and the performance of the school

Assessment for Learning: This supports the timely and effective use of assessment data at every level within the school to drive improvement, focus intervention and classroom practices.

- Systematic collection and review of achievement data leads to the identification of precise issues for improvement and drives the cycle of meetings to address them

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- Teams of teachers take collective responsibility for cohorts of learners using assessment data to pin point barriers, share practices and design strategies to address learners' identified needs
- Teachers are skilled in assessing achievement and set challenging goals, differentiated for individual learners' needs
- Leaders monitor achievement data for subgroups, and cohorts and use this to develop school strategies to address the emergent needs of learners
- Objectives and formative feedback are expressed so that learners clearly understand their progress and next steps in learning
- Learners use self and peer assessment strategies to reinforce their understanding of their achievement

Student and Family Support Systems: This helps schools create contexts and solutions that lower the barriers that limit individual pupils' achievement and progress through closer and more productive partnerships with parents, carers and external agencies.

- Teachers plan for the diverse needs of all their learners and provide or coordinate well targeted support for learners when data review identifies their needs
- Teachers engage regularly in planned dialogues to discuss strategies for meeting the needs of all learners and review the impact of these on learners whose progress causes concern
- The expertise of a learner support team is systematically developed and used to support teachers' solution planning and to embed new universal strategies
- Learners at risk of underachievement are monitored and supported through regular dialogue with an adult who knows them academically and personally
- The school systematically uses support from external agencies to build the school's capacity to better support a wide range of learning needs, not just those of individually referred young people
- Dialogues with parents and carers review learning progress, set further goals and plan joint support where needed, ideally with learners taking a leading role
- The school uses innovative approaches to engage families from all sections of the school community in order to improve learners' achievements