



**GUSTON**  
**CHURCH OF ENGLAND PRIMARY SCHOOL**  
**GOVERNOR MONITORING PLAN**  
**2020-21**

Area	Monitoring Pairs	Term	Tasks	Link to COVID Catch Up Plan	Key Questions	Impact
Quality of education	Melissa & Sheila (Maths) Glynis & Danielle (Eng)	5/6	Discuss with Subject Lead plan for T5&6 and focus for development in 2021-22.  Discuss with Subject Leader plan for SPAG	<p><b>Maths:</b> Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. These gaps in learning further exacerbated by a significant change in many pupil's attitudes to learning. Therefore, generally pupils are behind. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies. This is reflected in arithmetic assessments.</p> <p><b>Writing:</b> Children have missed specific teaching of certain genres and SPaG elements in the same way as Maths. They have also lost essential practising of writing skills. SPaG specific knowledge has suffered, leading to lack of fluency in writing. The few children that maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.</p>	<ul style="list-style-type: none"> <li>• What are the issues?</li> <li>• How have they been identified?</li> <li>• What approaches are you taking to close the gaps?</li> <li>• How are approaches being rolled out to staff?</li> <li>• Are approaches having an impact?</li> <li>• How do you know?</li> </ul>	
		Date				
Behaviour and Attitudes	Sheila & Indra	5	Staff meeting or questionnaire for staff to share strategies in place to support this. Follow up discussion with children What strategies do they say are in place to support them? Do children feel they are effective?	<p><b>Learning Behaviours:</b> With 6 months out of school, many of the pupils have returned with poor concentration skills. Listening and attention skills are limited and basic resilience to complete tasks is a real challenge for some.</p>	<ul style="list-style-type: none"> <li>• How are learning behaviours in Term 5?</li> <li>• What strategies is the school employing to support pupils?</li> <li>•</li> </ul>	
		Date				
Personal Development	Sally &	5	Discuss with Jigsaw lead and CT. What has been introduced? Has it been welcomed? Impact so far? Staff meeting time?	<p><b>Social Skills:</b> Lockdown reduced pupil's interaction with each other for a long period of time and many of the interactions they were having were done remotely via gaming platforms. This has resulted in many pupil's ability to co-operate and negotiate social situations being limited; we are seeing poor social interaction, lack of empathy and increased aggression.</p>	<ul style="list-style-type: none"> <li>• What are the issues?</li> <li>• How have they been identified?</li> <li>• What approaches are you taking to close the gaps?</li> <li>• How are approaches being rolled out to staff?</li> <li>• Are approaches having an impact?</li> <li>• How do you know?</li> </ul>	
		Date				
Leadership and Management	Sheila & Glynis	5	staff meeting time for Subject Leaders to share their SL story so far. What happened in: <ul style="list-style-type: none"> <li>• Lockdown 1?</li> <li>• T1 &amp;2?</li> <li>• Lockdown 3?</li> <li>• On return 8<sup>th</sup> March?</li> <li>• Plans for Term 6?</li> </ul>	<p><b>Subject Leadership:</b> There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.</p>	<ul style="list-style-type: none"> <li>• How has SL changed in the last year?</li> <li>• What are the new priorities?</li> <li>• Is there still progression?</li> <li>• Attainment?</li> </ul>	
		Date				
Early Years Education	Sheila & Danielle	5	Liaise with EYFS Lead and discuss provision in place and looks at attainment for T5.	<p><b>EYFS:</b> Our new entrants did not have the usual transition into school life, they were unable to come for taster days and familiarise themselves with the school environment. Many were unable to attend their EY setting for extended periods. Their entry level data was low. Their CT was shielding from 9<sup>th</sup> November and the Bubble had to close due to a positive case of COVID-19 between 30<sup>th</sup> November – 14<sup>th</sup> December</p>	<ul style="list-style-type: none"> <li>• How was transition?</li> <li>• Negative and positives to staggered starts and playtimes?</li> <li>• Remote learning offer?</li> <li>• Progression?</li> <li>• Any other issues?</li> </ul>	
		Date				
Christian Ethos	Melissa & Mick	5	Meet with Worship lead and discuss strategic vision for worship. Yearly plans for 2021-22.	<p>Improve pupils' understanding of Christianity as a multi-cultural world faith in preparation for life in different global communities</p> <p>Establish regular routines that help pupils learn about God as Father, Son and Holy Spirit and enrich pupils' experience of worship in this church school.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
		Date				

<b>FINANCE</b>	Mick & Sheila
<b>SEND</b>	Glynis & Sally

<b>HEALTH &amp; SAFETY</b>	Mick & Sally
<b>PUPIL PRIUMIUM &amp; SERVICE PREMIUM</b>	Glynis
<b>EARLY YEARS FOUNDATION STAGE</b>	Sheila
<b>SAFEGUARDING</b>	Mick