

Following BFfC and RGA sessions with Governors this term on holding leaders to account for children's outcomes (especially vulnerable groups) the following questions may be helpful and provide alternatives to focus on tracking data.

- Can leaders assure you about how they know if children have retained the core knowledge outlined in long term curriculum planning for each year group and subject?
- How have leaders ensured curriculum sequencing and assessment reflects children's ability to recall and remember learning from previous terms or years?
- What did leaders' analysis of assessment and monitoring data reveal that was interesting or concerning? How is this analysis being used to improve curriculum planning and teacher effectiveness?
- What proportion of children in each key stage are not achieving as expected? What is being done to support this group - what is the expected impact and by when?
- What are teachers expected to do with the information they have identified about children's knowledge gaps? What impact is this having on children's experiences and outcomes?
- How do leaders plan to assure themselves that any "catch up" or intervention programmes are working effectively enough?
- Were decisions made to narrow the curriculum in any areas before summer 2020 to support catch up and if so, how will governors be assured that children will be ready for study in the full breadth of the curriculum, at the appropriate level, this year?
- What should governors expect to see in terms of children's experience or outcomes, at the end of each term, if your key priority actions in the development plan are providing good value?
- How do leaders ensure the curriculum is ambitious enough for children with SEND or low attainment and how is this ambition apparent in classrooms?
- How are leaders assured that the classroom experiences SEND children receive are effectively scaffolding their progress? What proportion of this group's progress is concerning and how will we be kept informed about the impact of work to accelerate progress for this group?
- What proportion of children are negatively impacted by persistence absence, part time timetables or exclusion (excluding children who are self-isolating)? Are any children with protected characteristics disproportionately impacted by absence or exclusion - what is the explanation for this difference and how is this being addressed?