



Cobham Primary School
Caring, Proud, Successful
Governor Action Plan
2020-2021



Effectiveness of Leadership, Management & Governance

Leadership & Management

- The school meets all the criteria for good in leadership and management securely and consistently.
 - Leadership and management are exceptional.
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
 - Staff consistently report high levels of support for well-being issues.
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off rolling.
 - Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
 - Engagement opportunities are focused and purposive.
 - Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
 - Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

The aim for the leaders and governors is to have a **driven, highly- motivated, experienced** team who can all **champion** their own individual areas of responsibility and interest. This **vision and ethos** will undoubtedly have a **positive impact** on the teaching and learning for all children and undoubtedly a **caring, proud and successful** school.

Target	Actions & Target Date	Lead person/s	Success Criteria/Impact	How? Sept 2020 Jan 2021	Ongoing Evaluation Feb 2021
<p style="text-align: center;"><u>Key Priority One</u> <u>Quality of Education</u></p> <p>Governors and leaders are fully conversant in their safeguarding duties and support the school in ensuring that there is high regard of</p>	<p>KCSIE 2020 shared by end of September with all team members and personnel</p>	<p>Head</p> <p>Designated Safeguarding Lead</p>	<ul style="list-style-type: none"> • Safeguarding procedures are robust. • Team members and school personnel are fully conversant with the document, the changes and how it can alter their practice 	<p>All Safeguarding procedures to be reviewed during the School Year to ensure they fully comply with KCC Guidelines. Safeguarding Governor to be informed of number of green</p>	<p>KCSIE 2020 shared with all team and online training was completed and recorded on the SCR in Sept 20.</p> <p>Child protection termly newsletters have been shared</p>

<p>a culture of safeguarding from all stakeholders at Cobham.</p>	<p>Policies linked to safeguarding to be updated by end of Term 1</p> <p>SCR checked at end of Term 1 to ensure everyone has been signed off and understood the contents of the document.</p>	<p>Deputy Designated Safeguarding Lead Safeguarding Governor</p> <p>Office Manager</p>	<p>and impact upon children and their families.</p> <ul style="list-style-type: none"> Safeguarding Governor is part of the process and reviews with the DSL and DDSL numbers of concerns and actions taken. Children and families are safe, supported and where needed external agencies utilised for this support. 	<p>forms and actions/referrals on a termly basis.</p> <p>Safeguarding Governor and Office Manager to ensure all staff and Governors maintain their Safeguarding Folders to reflect up to date safeguarding practices.</p> <p>Children/families who might be of concern to be regularly contacted through lockdown/closed school – individually via email and/or phone calls and through their involvement in online learning and zoom sessions/assemblies.</p> <p>Engagement to be regularly reviewed.</p>	<p>with all stakeholders and relevant sections are highlighted where needed.</p> <p>Safeguarding folders have been checked and updated where necessary- new team members, etc.</p> <p>All families we had concerns for re safeguarding issues were contacted during lockdown and all engaged with our communication.</p> <p>On return to school in March, these children have been a priority in terms of settling them, checking in on them and providing support where needed.</p>
<p>Governors and leaders hold an ambitious vision for providing a high quality education for all pupils at Cobham and hold and share common values, policies, practice and are fully aware of the school's areas for development and how best to support the school to achieve them.</p>	<p>SIP shared with all Governors and team members in Sept 20 and reviewed in Dec 20, April 21 and July 21 clearly demonstrating the school's areas for improvement and how best to support the school in its endeavours for continual improvement</p>	<p>All stakeholders</p>	<ul style="list-style-type: none"> All areas identified are fully championed and improvements make a difference to the learning, experiences, well-being and successes of every child. Timely monitoring by leaders and governors to support members to achieve all areas for development whilst being mindful of timing and workload and well-being of all team members delivering changes. 	<p>Regular reviews of School Improvement Plan (SIP) at both Committee and Full Governing Body levels. 3 times a year.</p> <p>Subject leaders to share subject action plans with lead Governor and feedback to be given on depth and usefulness in driving a subject forward.</p> <p>On return to school on March 8th, areas for development to be still at the forefront of our aims, but well-being and reintegration to school life to be focus in Term 4.</p>	<p>SIP was reviewed in Dec 2020.</p> <p>Subject leaders' plans were shared in Jan 21 with a lead Governor and feedback was given and shared with the team.</p> <p>Once back in school on March 8th, focus on English and Maths have been resumed, skills and knowledge in foundation subjects, but most importantly in Term 4 was a real focus on well-being – both physical and mental.</p>
<p>Governors and leaders ensure that the curriculum is structured and ambitious in such a way to ensure that all pupils including disadvantaged pupils gives the knowledge and cultural capital they need to succeed in life.</p>	<p>Foundation Subject leaders to present to Governors at future Curriculum meetings after Foundation Subject Learning Walks take place in Term 2 to demonstrate changes made and their impact upon learning and experiences.</p>	<p>All foundation subject leaders to present at meetings</p> <p>Governors to observe alongside leaders</p>	<ul style="list-style-type: none"> Clear understanding of how changes made have had impact upon children's learning and how in these subjects especially, all pupils have access to an enriched and exciting curriculum. To see the impact of our real focus on how our foundation curriculum has developed into a real knowledge, skills and language based curriculum. 	<p>Foundation Subject Data Assessments to be analysed each term and both team and governors to scrutinise data to seek out anomalies/ as well as strengths and usefulness of having these new documents.</p> <p>Due to National Lockdown in January 2021, review of the leave of teaching of foundation subjects to be resurrected in Term 5.</p>	<p>Foundation Subject Assessment data for Term 1 and 2 has been shared with all stakeholders. Anomalies have been discussed and over time we will continue to review how we assess these areas. Subject leaders have scrutinised their data and at the end of the year will write a precis of the data as a whole.</p>

<p>Governors and leaders know how the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND</p>	<p>SEN Governor to monitor SEND children's provision in Foundation Subjects across the school and how it is being designed to provide all children with rich and diverse learning experiences.</p>	<p>All class teachers SEN Governor</p>	<ul style="list-style-type: none"> All SEND children are loving their learning and making good levels of progress in each area of the curriculum. To find a foundation subject that they truly love and engage with. A talent in an area that can be shared with peers and whole school. 	<p>SEN Governor to review the Progress Date for all SEN Children at least 2 times during the Academic Year 2020/21.</p> <p>SEN Governor to monitor SEN children participating in foundation subjects in Term 6.</p> <p>During lockdown from January 2021 – SEN children to be contacted separately by telephone/email to see how they are doing with home learning as well as group SEN zooms for the children to see each other within a smaller class context. Every 2/3 weeks. Teachers to check that they are accessing live lessons and uploading work to SEESAW.</p>	<p>SEN Governor monitored in Term 1 and her findings were positive. Our SEN children are well catered for and where modifications are required in relation to their access of the curriculum, the governor could see what had been done and how it was being done.</p> <p>On return to school in March 2021, it was agreed that each teacher would hold a catch up club in Term 5 and Term 6 for the children that had gaps in their learning. Many of the SEN children have been invited to these sessions and will be over time.</p>
<p><u>Key Priority Two</u> <u>Behaviour and Attitude</u></p> <p>Attendance reaches 98% with no persistent absences demonstrating children's absolute love and desire to come to school.</p>	<p>Governors to expect to see and analyse attendance data on a termly basis and know that all is being done to ensure high levels of attendance for all children.</p>	<p>Office Manager SEAAS rep Head Curriculum Governors</p>	<ul style="list-style-type: none"> Children engage with school life and their learning and love coming to school and build resilience and positive attitudes about attending school, even when not necessarily feeling 100% Children to not want to miss school and all classes to have attendance figures of 98% 	<p>Governing Body to monitor the children's termly attendance 3 times a year.</p> <p>Governors to have shared with them the level of children's virtual (online) lessons/engagement during lockdown.</p> <p>Governors to join live zoom lessons to understand levels of engagement, quality of online learning and attendance within lessons.</p> <p>Data to be collated by office manager.</p> <p>This monitoring should include the children's use of SEESAW and team members to alert head to any child's lack of engagement. Governors to be alerted if any child does not engage and protocols followed.</p>	<p>Attendance was fantastic from September through to December.</p> <p>Of course the whole school was closed for 10 days in Nov 2020 and then 2 bubbles were closed for a further 10 days in December.</p> <p>Engagement and attendance were great during live zoom lessons and where children may not have joined for a couple of sessions, they were contacted immediately.</p> <p>SEESAW was used amazingly by the families and children when home schooling took place, Again where children may not have used this facility, they were contacted and often sent individual emails to team members and/or head.</p> <p>It was easy to do analysis each week of which children had not shared any of their learning and these were contacted by the team in the first instance and then head in the second.</p>

					3 governors joined live zoom lessons during lock down and fed back their shared monitoring to governors. Chair of Governors attended many assemblies led by the head and fed back on content and links to TRUST values being shared/ as well as expectations of home learning and use of SEESAW to share their work!
Further development of SMSC across the school ensuring that children identify, understand, learn from and celebrate differences where everyone has respect for each other.	Governors to attend PSHE lessons/P4C sessions and see where SMSC is being explicitly taught and shared during their monitoring visits of foundation subjects in Term 2	Governors All teachers Foundation Subject Leaders	<ul style="list-style-type: none"> Children have an improved knowledge of what SMSC stands for and how it impacts upon their lives. Children to use their understanding of SMSC to understand their place in modern Britain and the expectations of them growing into the future citizens of the world, where they show all the qualities and traits linked to SMSC and our TRUST values. 	Each Governor to attend at least 1 Assembly during School Year to understand the efforts made by the Head Teacher in regard to SMSC and to emphasising the School's TRUST values. Monitoring visits to include PSHE and P4C lessons. Governors to attend online zoom assemblies to monitor TRUST values and vision being shared/well-being.	Chair of Governors attended many live zoom assemblies during lockdown. Assemblies continue to be led via zoom. Governors are welcome to join on a Monday/and or Friday at 905am-
Pupils make a positive contribution to the life of the school and the wider community knowing that their moral duty is to always think of others.	Each class to be given a school responsibility this year in order to make a wider difference to our school community. Governors to meet with children to discuss how their contribution makes them feel about the difference that they are making in Term 3 and 6	All team members and children Governors during monitoring visits	<ul style="list-style-type: none"> Children are even more proud of their school and their environment. This will be evidenced through meetings with children as well as the Pupil Survey in June 2021. Children see the links between their actions, SMSC and TRUST values and can explain how and why their actions make a difference. 	Governors to review at FGB the results of the Pupil Survey. Head Teacher to provide evidence to the Governing body through one or more meetings of FGB that vast majority of the school's pupils understand the TRUST values. Governors to zoom/meet groups of children to discuss their understanding of the school's TRUST values and rays of the lighthouse. Pupil Survey to have some additional questions based on TRUST values incorporated for this year.	Pupil Survey will now be completed in Term 5. Governors to meet with via ZOOM if they wish or face to face with groups of children across the school to discuss their understanding of the TRUST values. This can be done in conjunction with the Pupil Survey in term 5.
To demonstrate the TRUST values on a daily basis. To know that Strength is our main focus this year in order to develop resilience, sense of identity and being proud of who we are and all that we achieve.	Our TRUST values which were devised based on the need for children to understand their place and duty living in Modern Britain to experience weekly assemblies linked to	Year 6 children to keep the assembly book evidence folder demonstrating the content of these assemblies on a weekly basis,	<ul style="list-style-type: none"> All children, young and older to fully subscribe, understand what the TRUST values mean to our school community. Open Mornings in Term 2 always show and discuss the TRUST values to prospective new families. 	Head Teacher to provide evidence to the Governing body through one or more meetings of FGB that vast majority of the school's pupils understand the TRUST values. Updates on the development and roll out of strategies to assist improve the children's	Open Mornings in Term 2 were held by Zoom. Parents were shown and had shared with them our aims, visions and values. All assemblies share our TRUST values and all story content is linked to all of the areas as well as to SMSC where plausible.

	<p>these values ongoing throughout the year.</p> <p>P4C lessons</p> <p>PSHE lessons</p>	<p>Head to ensure that all her Monday assemblies are linked to TRUST values, SMSC and how children should feel about their achievements and differences.</p>	<ul style="list-style-type: none"> Assemblies to revisit and always have a link to TRUST values and SMSC. To share stories in assemblies and utilise the texts in English lessons to demonstrate strength of character and resilience in others so that children can give examples of where they have understood how strength of character has helped a person. All children to become more resilient and know that they have developed strategies to help them when faced with problems. 	<p>resilience to be provided to Governors either through Committee or FGB Meetings.</p>	<p>During lockdown, many assemblies were linked to strength, perseverance, confidence and well-being.</p>
<p><u>Key Priority Three</u> <u>Personal Development</u></p> <p><i>To provide the children with experiences beyond the 'curriculum' to enrich their love of learning –both sporting, creative and simply 'wow' moments. To elicit the children views regarding these experiences.</i></p>	<p>To plan and provide a range of activities/experiences throughout the year to showcase children's talents, passions and interests.</p> <p>After school clubs/special day/Book Week/Maths Week/Talent Show/Interest Day</p>	<p>Pupil Survey June 2021 findings to be shared with Governors</p> <p>Governors to attend Book Week/Maths week</p> <p>Headteacher Report 3 x a year to report activities experienced</p>	<ul style="list-style-type: none"> Children love coming to school! Attendance is high across the school. Positive attitudes to learning, school life and high levels of engagement to be seen during observations. Children know that they have talents both in and out of school and that they are equally valued. Children find new interests that they may have not have experienced/liked/loved before. 	<p>Headteacher's report to share the wider experiences offered and experienced by the children at the end of Term 2, 4 and 6.</p> <p>During lockdown – online live learning to predominantly focus on English and Maths but creative tasks to be offered on a weekly basis to ensure children were still experiencing a rich curriculum!</p> <p>Children's learning experiences to be made personal, family orientated and reflective for certain tasks.</p> <p>Governors to see the home learning packs provided to year groups during lockdown.</p>	<p>End of Term 2 report shared that there were no after school clubs at Cobham, but within the school day, we still managed to lead a great PE curriculum with additional visits/contributions from BOOM/and Hannah May Dance.</p> <p>BOOM led 2 dance workshops during the lockdown online learning too!</p>
<p>Leaders to ensure that all children are experiencing equality of access to an enriched and personalised curriculum and are stretched and challenged accordingly, whilst celebrating talents and interests.</p>	<p>Monitoring of planning in Term 1</p> <p>Formal and informal observations throughout the year</p> <p>Book Scrutiny exercises 3 x a year</p>	<p>All subject leaders & T&L leader to report to Governors during the course of the year.</p> <p>SEN Governor visit 3 x a year to focus on equality of access and support for all children.</p>	<ul style="list-style-type: none"> All lessons planned, observed and monitored to cater for all children's talents and needs whether it be by additional support, personalised learning or additional resources. All children in every class to access curriculum and have positive attitudes towards their learning and make expected levels of progress. 	<p>Subject Leaders to report to the Quality of Education Committee at least twice during Academic Year on the delivery of the wider Curriculum.</p> <p>Term 5 and 6 Governors to zoom subject leaders to discuss leadership, development of their subject, data collections and what next for their role.</p>	<p>To be arranged for Terms 5 and 6.</p>
					<p>School council has not taken place since September 2020. But</p>

<p>TRUST values continue to be embedded and used effectively across the school so children understand the values of living in modern Britain, developing their understanding of the fundamental British Values of democracy, rule of law, liberty, tolerance and respect.</p>	<p>Governors during monitoring visits to meet with groups of children to discuss how TRUST values help them to live their lives in Modern Britain.</p> <p>Each term</p>	<p>Governors when meeting with children to discuss the school's TRUST values and how the children use them day to day.</p> <p>Head and T&L to organise groups</p>	<ul style="list-style-type: none"> • Children continue to develop their knowledge of and use of our TRUST values to behave, act and think in a respectful way to all members of the school community as well as in the world at large. • To understand right from wrong and know that every action has a consequence. • To know that the rule of law is there to protect and punish as many rules are! 	<p>Governors to attend Assemblies and representatives of the FGB to attend at least two meetings of the School Council during the Academic Year 2020/2021.</p> <p>All monitoring visits in person/and online to consider pupils' attitudes to the School's TRUST Values.</p>	<p>there are plans for socially distanced meetings in Terms 5 and 6.</p>
<p><u>Key Priority Four Leadership & Management</u></p> <p>Leaders and governors to support a driven, highly- motivated, experienced team who can all champion their own individual areas of responsibility and interest, ensuring that the very best teaching and learning and personal development take place for all.</p>	<p>Governors during monitoring visits to meet with members of team to discuss their leadership roles and responsibilities and the support in place in order for them to fulfil their duties.</p>	<p>Head Teacher to arrange</p> <p>All Governors</p>	<ul style="list-style-type: none"> • All leaders feel supported and motivated to lead their subject well and teaching and learning of the subject is excellent, well-resourced and loved by the children. • All areas of the curriculum have equal importance, strong leadership, breadth & balance and a clear focus on knowledge, skills and vocabulary 	<p>Consider the reintroduction of Curriculum Coverage Data being shared with the Governors at the Quality of Education Committee.</p> <p>Each Governor to attend no less than 2 monitoring visits during each School Year (this requirement to reduce to 1 such visit during 2020/2021 due National Lockdown.) or 2 using zoom.</p>	<p>Now that our T&L leader is back from maternity leave, this exercise can be carried out in Terms 5 and 6.</p> <p>Some governors have undertaken an inordinate amount of monitoring and feedback has been shared, especially through lockdown. We are happy to have more in terms 5 and 6.</p>
<p>Work load to be realistic and achievable with smart deadlines and time frames given. Structures and routines clearly in place to support all team members to effectively undertake their roles.</p>	<p>As above</p> <p>Staff Survey to be shared after its analysis in Term 4</p>	<p>Head Teacher to arrange</p> <p>All Governors</p>	<ul style="list-style-type: none"> • Team members feel valued in their role and have opportunities to complete their role to the very best of their ability. • All full time teachers have a whole day PPA to support them in meeting deadlines and making work life balance possible. 	<p>Governors to review at FGB the results of the Staff Survey.</p> <p>Head Teacher to inform Governors at FGB of any concerns in regards to staff morale at first opportunity.</p>	<p>Staff Survey to be completed in Term 5 using Survey Monkey – making it as anonymous as possible. Findings to be shared with Governors in term 6.</p>
<p>All leaders and governors to support a culture of continuous improvement to be the expectation for all, through sharing of best practice, development of pedagogy and continuous professional development.</p>	<p>As above</p> <p>Staff Survey to be shared after its analysis in Term 4</p>	<p>Head to devise and gather information/analyse and share with Governors.</p> <p>Governors to have reported to them the team's CPD opportunities via the Headteacher's Report 3 x a year</p>	<ul style="list-style-type: none"> • All teaching members to be encouraged to develop their knowledge and skills via CPD opportunities. • As a team, there is a champion/expert for every area and someone who can support and others turn to when needed. • Best practice and knowledge are shared both formally and informally across the school. 	<p>Head teacher to report to Governors through Quality of Education Committee on the number and range of CPD qualifying courses that any member of the Teaching team undertakes in relation to developing her/his knowledge and/or skills via the headteacher's report 3 x a year.</p>	<p>Headteacher's report in Term 2 did outline CPD undertaken by the team – mostly online. It will be reported again in Term 6.</p>

<p>Governors to ensure that protocols/procedure and all relevant risk assessments are completed for the reopening of school in September 2020 and then in place for key worker children in attendance from Jan 21-March 21</p>	<p>Covid Risk Assessment to be reviewed Termly from September 2020</p> <p>Covid Catch Up Funding Plan to be shared in March 21.</p>	<p>Head</p>	<ul style="list-style-type: none"> • Team members to feel safe and that all risks have been reduced as much as possible. • Risk of catching Covid/and or spread of Covid within the school is reduced as much as possible. • If cases of Covid are confirmed, all protocols as advised by the DFE are followed rigorously. 	<p>Headteacher to share risk assessments and procedures regularly and act as quickly and as transparently possible in a timely fashion to minimise greater risk to the team.</p>	<p>All procedures and routines have been made clear from the outset and where changes have been made, governors have been alerted to these changes. Protocols are followed as best as we can within a working school.</p>
<p>Leaders and Governors to support the well being of all staff by championing an environment of openness and support</p>	<p>During monitoring visits governors to give team members the chance to talk about any well-being concerns they may have.</p> <p>All staff to be offered regular opportunities to talk to the Head, a governor or an independent professional.</p>	<p>Head Teacher</p> <p>All Governors</p>	<ul style="list-style-type: none"> • All team members feel confident in coming forward if they have concerns about their own or a colleague's wellbeing. • All team members are regularly checked-on regarding well-being issues 	<p>Whilst respecting team member confidentiality Headteacher and Governors to report any issues of concern and follow up.</p>	<p>All team members were offered the opportunity to speak to a qualified counsellor in term 5 or 6.</p> <p>Monitoring in term 5 & 6 to include giving team members the chance to raise any well-being concerns.</p>
<p><u>Key Priority Five: Effectiveness of the Early Years Provision: Quality & Standards</u></p> <p>Leaders and governors know that the EYFS curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. The team's knowledge of the EYFS is exceptional and therefore provides firm foundations for the children in our care.</p>	<p>EYFS Governor to meet EYFS leader in Term 1, 3 and 6 to look at planning and provision in place.</p>	<p>Head to arrange</p> <p>EYFS leader</p> <p>EYFS Governor</p>	<ul style="list-style-type: none"> • First steps in children's learning to be carefully structured and crafted so that foundations are strong and a great springboard for the rest of their learning journey. • Team's knowledge is entrenched in the EYFS curriculum and next steps/challenge and personalised support is given when required/needed. • Children's first experiences are positive and they love coming to Cobham. 	<p>EYFS Governor to report directly to FGB after any meetings held with EYFS Leader in Terms 1,3 & 6. (Timing could be changed due to Covid 19 Lockdowns/ School Closures.)</p> <p>EYFS Governor to observe an online lesson in EYFS during lockdown and provide feedback.</p>	<p>EYFS leader has met with the EYFS Governor and she has observed a lesson in lockdown, which she reported upon. Learning was carefully crafted for the audience and the medium and children were having a great, if different experience.</p> <p>Our Year R children soon settled in to life at Cobham. They started a week later due to our planned transition for Year 1 who had missed much of the previous year, then school was closed for 10 days in November. By the time we got to December, the children had only been in school properly for 8 weeks and then they were off school from Jan – March.</p>
<p>Leaders and Governors to champion and monitor the teaching of early maths and phonics as priorities; as well as monitoring the acquisition of language skills, developing vocabulary and understanding.</p>	<p>EYFS Governor to observe in Term 2, 4 and 6 looking at phonic teaching and maths learning.</p>	<p>Head Teacher to arrange</p> <p>EYFS leader</p> <p>EYFS Governor</p>	<ul style="list-style-type: none"> • Early Maths and Phonics to be a priority in the EYFS and all children develop the basic skills in these key and lifelong learning areas. • Children to be confident and accurate in using the correct terminology in both these areas. 	<p>EYFS Governor (and/or EYFS Leader) to report to the Quality of Education Committee on progress data for Phonics and Maths learning following observations in Terms 2, 4 and 6.</p>	<p>Both the EYFS leader and the EYFS Governor have met to share how the children are developing their skills in this area. The EYFS Governor has reported back to all governors.</p>

				<p>EYFS Governor to meet with EYFS leader in Term 5 and 6 to look at progress data in the 16 areas of the EYFS.</p> <p>EYFS Governor to attend Kent Briefing on the EYFS changes for Sept 21.</p>	
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