

Inclusion Governor's Checklist

To monitor and review on a regular basis, the policy and procedure for promoting the quality of learning, for children in care.

- Do teachers and/or subject leaders review pupil assessment data, past progress and future potential and make judgements about the level of achievements or underachievement?
- Are targets set for individuals based on identified potential achievements?
- Is there a clear distinction between **expected** progress and **targeted** progress?
- Does the Senior Leadership Team use benchmarking data to ensure school is informed about the range of attainment achieved in comparable schools?
- Are targets in the Personal Education Plan (PEP 1) SMART (Specific, Measurable, Achievable, Realistic, Time-related)?
- Do minutes of meetings show that governors carry out their responsibilities relating to children in care?
- Are Personal Education Plans (PEP1) up to date and do reports illustrate the intervention strategies?
- Do teachers provide information about how our children in care at the school have performed against school targets?
- What resources are used to implement intervention strategies, including the staff used to support children?
- Is progress good across all curriculum areas?
- What skills does the child need to develop?
- When and how are the children supported to learn the identified skills, within teaching and learning, through on-going curriculum delivery in the classroom and focused individual/small group teaching?
- Is time given to all pupils and teachers to review progress and discuss future learning and teaching arrangements?
- Does the Senior Leadership Team use comparative data with the School to compare children in care with the main cohort and other vulnerable groups?