



Designated Governor for Assessment & Impact: Role Description

Every Board and School Committee within Greensand Multi-Academy Trust (the Trust) is responsible for holding leaders to account for the education of our pupils. Every School Committee needs at least one person with the skills to understand and interpret data.

As the Designated Governor for Assessment & Impact, you will have a deeper understanding and monitor pupil performance data in more detail.

As part of your role, you will:

- ❖ Be the School Committee's specialist, act as the link between Governors and staff and report to your School Committee on e.g., attainment & progress*, both within the academic year and over time; (**Please see **Appendix A***)
- ❖ Attend data reflection meetings with Trust Leaders, the Headteacher and members of the senior leadership team on a termly basis to monitor how data is reviewed and the progress being made;
- ❖ Work with senior leaders so you know what 'good progress' looks like for your school;
- ❖ Look at progress made throughout the year and over time;
- ❖ Ask the right questions to get the insights you need to help hold the school to account and drive improvement (*Please see the sample questions for school visits at **Appendix B***);
- ❖ Challenge senior leaders, for example, if progress has dipped, why has this happened and what is being done to avoid the trend continuing;
- ❖ Bring more detailed knowledge to School Committee meetings for important decisions, e.g. about school improvement priorities or policy approval;
- ❖ Get to know your school's assessment processes – this must enable “schools to check what pupils have learned and whether they are on track to meet expectations at the end of the Key Stage and to report regularly to parents” (DfE guidance);
- ❖ Keep up to date on what's happening in the school & across the Trust assessment-wise;
- ❖ Feedback to the School Committee on the Trust benchmarking information to help give context to the progress the school is making;
- ❖ Review the documentation provided to give a governance perspective regarding the suitability/clarity of the content for Governors.

NB. You should not use school visits to assess the quality or method of teaching or extent of learning.

It is also your role to regularly report to the School Committee and provide feedback on the monitoring work you have carried out, ensuring that the Committee is:

- ❖ Appraised of the discussions and conclusions of the termly assessment & impact visits;
- ❖ Up to date about any issues/challenges/risks that impact on the school;
- ❖ In a position to hold school leaders to account for the quality of education & educational performance;
- ❖ Able to make informed and robust decisions to help drive improvement and promote positive pupil outcomes at your school.

You will also attend training on your role, as appropriate, and seek to develop the practical skills and understanding you need to have an impact as the school's Designated Governor for Assessment & Impact.

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Appendix A – Understanding the Difference between Attainment & Progress

The Department for Education (DfE) and Ofsted use these terms as follows:

Attainment: the academic standard that pupils reach in, for example, assessments and exams. It's usually recorded as grades, scores or levels, and it indicates a pupil's result at the end of a Key Stage (KS).

Progress: pupils' achievements over a period of time, for example from KS2 to KS4. It's the difference between pupils' previous attainment and current attainment. When measuring a pupil's progress, the DfE also takes into account the progress of pupils with similar starting points.

In other words, attainment is where a pupil is at a specific point in time, and progress is how steep the climb was between attainment points. The steeper the climb, the greater the progress. You need to look at them together to get a clear picture of what's happening in your school.

How attainment & progress are measured

Pupil attainment is usually reported through:

- Outcomes of statutory National Curriculum tests
- Teacher assessments

Stage/Phase	How attainment is measured
Early years foundation stage (EYFS)	Children's attainment is measured: <ul style="list-style-type: none">• At the beginning of EYFS with the reception baseline assessment (RBA), to assess pupils' starting points in early mathematics, literacy, communication and language• At the end of EYFS with teacher assessments through the EYFS profile
Primary phase	Attainment is measured using: <ul style="list-style-type: none">• The phonics screening check to check the phonics knowledge of KS1 pupils and identify who needs extra support• A combination of year 2 National Curriculum tests outcomes (KS1 SATs) and teacher assessments• Outcomes in the KS2 SATs (end of year 6) for reading and maths. Writing is measured by teacher assessment
Secondary phase	At the end of KS4 , attainment is measured by GCSEs or equivalent qualifications - this measure is also called attainment 8.

Measuring progress is not straightforward.

The DfE and Ofsted have devised ways to rank schools based on the progress made between national exams. As the Designated Governor for Assessment & Impact, you need to know how this data is presented to you and what the figures mean.

Appendix B - Sample Questions for Designated Governor for Assessment & Impact visits

- Which groups are doing well and which are struggling – e.g., boys versus girls, SEND pupils, pupil premium, ethnic minorities?
- Is there a gap between the educational outcomes for disadvantaged (Pupil Premium, Looked After Children & Previously Looked After Children) & non-disadvantaged? If so, how are we closing any gaps?
- What are the strength and weaknesses of the school?
- How often do we look at data on: attendance/exclusions, attainment and progress, staffing and class sizes, income and expenditure, trends in safeguarding data or accident reports, staff absence figures, satisfaction of pupils, staff and parents from feedback surveys and complaints?
- Are our outcomes on an upward or downward trend over time?
- How do our results compare with similar schools locally or nationally? Is our data and results in line with national outcomes for reading, writing, maths, phonics etc.? If not, why not?
- How do we collect & collate data? Do we use external sources, e.g. Fischer Family Trust or PiXL?
- Is there a class or a year group that is “stuck” and not making progress? How can we address that?
- What data is being collected and what is it used for?
- What is our school’s approach to assessment? What assessment methods does our school use?
- How do you make sure staff understand the school’s approach to assessment? What training/support or induction is provided to staff?
- How do we know that this information is robust and accurate? How do we ensure teacher assessments are accurate?
- How do we make sure that data collection & reporting does not add unnecessarily to teachers’ workload?
- Are pupils assessed throughout the year?
- Does the school record assessments beyond formal testing, such as through teacher observation?
- Does feedback to pupils help them understand their achievements, progress & how to improve?
- Are assessment outcomes communicated to parents so they can understand their child’s attainment, progress and areas for improvement?
- What impact is the PACE Framework having on the effective learning for all children at the school?
- Can we triangulate data with a second source? What about the view of an external adviser? Or evidence from governors’ school visits, data reflection meetings and challenge visits?
- Is the school promoting high-quality provision in literacy and numeracy using, where appropriate, the Year 7 literacy and numeracy catch-up premium, to make a positive difference in the attainment of pupils?
- How are EAL (English as an additional language) children being supported?

- How do we identify & remove barriers to learning? What are the specific challenges being faced by children & families in the area? What support is available outside school for disadvantaged children & families?
- Are tailored interventions an integral part of the School Development Plan?
- Are lessons targeted and effective & is the quality of teaching good?
- Do we actively seek to learn from others, e.g. have our staff visited other schools to see what they do and how they do it? Do we share resources across the schools in our Trust?
- Are there any areas of weakness in our teaching of some subjects? If so, what is being done about it?
- How are teachers released for PPA (planning preparation & assessment) time? Who takes their class during this time?
- Outside of the core subjects of reading, writing, maths & science, what other subjects are taught?
- Are any/all lessons by subject or do we use cross-curricular topics to bring them all together?
- Do children have at least the minimum number of hours of P.E. (physical education) per week?
- What enrichment (clubs, visits, trips etc.) is available to children in the school?