

Governor Prompt sheet (Draft Sept 2007)

Ethos and Whole School Environment

What evidence do you see/hear?

Every child is known, recognised and valued	
Personal greeting on arrival - easy entry arrangements-signing systems – telephone manner	
Multilingual notices support access	
Displays reflect and celebrate diversity	
Displays show links with local communities and promote partnerships with families and communities to support learning	
Guidance for parental involvement available	
Established procedures for welcoming latecomers and easing their transition into class	
Meeting of physical needs is a clear priority - clean inviting toilets, staff and pupils appropriate seating, sufficient space.	
Clearly established expectations of behaviour of adults and children	
Respectful talk and interaction between adults and children	
Recognition of success in a wide range of activities and aspects of work	
Evidence of support/advice on what children can do if they feel unsafe or threatened	
Expectations clearly expressed and referred to	
Children's interests and aptitudes are catered for through a range of learning experiences available in addition to the timetabled school day	
Expectations of pupil involvement and participation are evident.	
Out of class areas support children's and adults' well-being - staff room - school ground	
Computers in use	

Classroom Environments

What evidence do you see/hear?

Bright attractive rooms	
Furniture arrangements facilitates flexible use of groupings for teaching and learning	
Support children's learning towards curricular targets	
Model the learning processes and learning steps	
Visibly display outcomes, modelled examples, learning prompts, and success criteria	

Procedures ensure children understand what they are expected to learn and how they can judge their own success	
Inclusivity of groups/ individuals (latecomers/ intervention groups)	
Learning activities are well resourced to meet identified needs and challenge thinking	
Stimulus materials and activities/discussion engage cognitive and affective domains	
All pupils have equal representation	

Learners Behaviour

Children know how well they are doing and are not afraid of making mistakes in developing their learning	
All children are actively involved in answering/asking questions and finding solutions	
Children take responsibility for their own actions and learning?	
Children express concern for others and take other's needs into account?	
Children take responsibility for routine tasks in school?	
Children respect all adults	
Children are actively engaged in advocacy, support and mediation both formally and informally	

Adult Approches

Adults model appropriate social, emotional, cultural and behaviour skills	
Adults value all children and respect backgrounds	
Children are enabled to respond to learning at the affective level as well as the cognitive level	
Links are made to the children's own real-life experiences and current understanding	
There are opportunities for children to reflect on what they have learned and how they might apply	
Teaching styles and approaches are active, lively, multisensory and were appropriate to the learning involved	
Adults seek to enable pupils to become more independent learners	
Children asked open questions and given time to respond	
Children are encouraged to ask questions as well as answer questions	
Partnership and respect with parents is evident	