



Foundation Subject Governor Role and example questions

Main responsibilities
Knowledge
Stay informed of national and local developments in the curriculum and delivery of foundation subjects.
Ensure the provision for foundation subjects fulfils national curriculum requirements and expectations.
Develop a level of knowledge sufficient to be able to support and challenge foundation subject leaders and teachers.
Take part in any relevant training available, where appropriate.
Assess the provision at <u>KS1</u> and <u>KS2</u> level and how pupils are supported and prepared for the transitions to <u>KS2</u> and <u>KS3</u> .
Visits
Visit the school <u>termly</u> to observe foundation subject lessons, ask pupils questions about their education, and discuss provision with subject leaders and teachers.
Discuss with the headteacher any issues or challenges relating to provision in foundation subjects.
Establish good relations with foundation subject teachers to remain informed of current policies and practices in the school and understand how the subjects fit into the SDP.
Consider the appropriateness and effectiveness of the school's current evidence-collecting processes to monitor pupil progress and attainment in foundation subjects.
Monitoring
Monitor the effectiveness of school policies relating to foundation subjects and identify any possible barriers to their implementation.
Monitor the attainment and progress of pupils in foundation subjects, benchmarking it against national and local standards.

Reporting
Make termly reports to the full governing board and/or appropriate sub-committee, making recommendations where appropriate.
Ensure all relevant staff have received appropriate training and make suggestions to the governing board on any training needs.
Encourage subject leaders to present to governors where appropriate, e.g. on changes made to teaching and its impact upon learning and experiences.
Accessibility
Enquire how subject teachers ensure the curriculum is accessible to all pupils.
Monitor how the additional needs of pupils, e.g. pupils with SEND, EAL, or those from disadvantaged backgrounds, are considered and accommodated for.
Identify any differences in achievement and progress between different groups, e.g. pupils with SEND, and different year groups.
Raise with the headteacher and governing board any concerns about attainment, including in certain groups of pupils, e.g. pupils with SEND.
Parental involvement
Consider how parents are kept informed of their child's progress in foundation subjects.
Assess the effectiveness of steps taken to encourage parental involvement in their child's education in foundation subjects.

Foundation subjects governor questions

These sample questions can be considered during full governing board and relevant committee meetings, and during school visits to maintain oversight of provision in foundation subjects. The questions should be used as a guide, and the list does not need to be worked through systematically.

Question	Comments	Action required?
What are the broad trends in the school's achievement in foundation subjects compared to similar schools and national trends?		
What areas has the school improved and what are the reasons behind this?		
In which areas has the school not performed to its potential and what could be done to improve this?		
What differences are there between the achievement of different year groups and what could explain this?		
Are there significant differences in achievement between different groups, e.g. pupils with SEND, and what is being done to improve this?		
What aspects of a subject do pupils achieve better in and which aspects do they struggle with?		

How much progress are pupils making within the school and what evidence is there to monitor this, e.g. test results, classroom work?		
How effectively are the needs of pupils with SEND integrated into foundation subject lessons and which lessons present the most difficulty?		
How does the SDP reference the subject and how do teachers consider this in lesson planning?		
What vision do subject leaders and teachers have for each foundation subject?		
What were the most recent Ofsted findings related to the curriculum?		
How do subject leaders and teachers assess the effectiveness of provision and identify strengths and weaknesses?		
How are standards and progress tracked in foundation subjects?		
Are there appropriate opportunities for subject leaders and teachers to undertake CPD?		
What changes are planned for foundation subjects, e.g. in terms of teaching or assessment?		
How has the budget been utilised and is there a need for additional resources to deliver foundation subjects?		

How does the teaching of the subject fit in with the school's ethos and values?		
How much additional support does each foundation subject have, e.g. the deployment of TAs?		
What is the current level of parental involvement in their child's progress in foundation subjects and could this be encouraged further?		