## Governor News

Spring Term 2025 Issue 2



Welcome from the Chair!

Welcome to the second edition of Governor News. It's been another busy and productive term at Hordle, and our governors are excited to share the latest updates on our key priorities. In today's edition, you'll find insights into governor monitoring, curriculum developments, and the school's approach to improving attendance.

## - Governor Monitoring This Term

In our strategic role as Governors, it is our overarching duty to monitor the progress of the school in ensuring all children achieve their full potential. Governors are always well-informed on pupil outcomes and the strategic work of the school in further developing practice. This year, Governors have been advised on the further work on the <a href="Teaching and Learning Policy">Teaching Policy</a> and the new supporting documents which clarify the expectations for all of highly effective teaching and learning. The leadership team have created a best practice example which has since been shared with the local authority.

In our autumn visit, the team of Governors were monitoring the work on 'Assessment for Learning.'

As clearly identified in the implementation guidance, effective teachers use assessment throughout all phases of learning and use this to inform the feedback loop. Governors are aware from research shared at Governing Body meetings that high quality feedback is known to have one of the greatest impacts on pupil progress.



## Research says:

Barak Rosenshine emphasized the importance of **high-quality feedback** in his Principles of Instruction. He highlighted that effective feedback helps students correct errors, deepen understanding, and reinforce learning. One key principle states:

Successful teachers spend more time guiding students' practice by providing explanations, checking for understanding, and giving feedback that is clear, specific, and corrective??

The Governors are aware that the teaching team pride themselves on high levels of assessment and this was evident in all the classes visited by governors. Teaching assistants were actively engaged with their small groups and clearly well-informed on the learning journey and the intended learning outcomes. Throughout their sessions, teaching assistants gave positive, verbal feedback, scaffolding children's response to aid with up-levelling and guiding and supporting pupils to achieve their best. It was also evident that pupils with additional needs were receiving feedback linked to their own personal targets.

Teachers talked openly about the various strategies used in school for assessment and feedback which includes a balance of verbal feedback, written feedback and more formal assessment periods at points in the term, all of which are carefully used to inform the teaching and learning journey. Governors felt there was a really positive atmosphere in all classes visited where the dialogue between all adults and children was relentlessly focussed on learning with invaluable feedback and guidance towards next steps.

On speaking to groups of children, it was very clear that they all understood how they receive feedback and knew that when they saw yellow highlighter in their books, this was an indication that they had met their target and when they received green highlighter, this meant 'green to grow' - something to reflect upon. The children, in all year groups across the school, had a clear understanding of how feedback works and spoke enthusiastically about many aspects of their learning and the support they receive from the adults around them.

As always, the governors were highly impressed with the behaviour of children across the whole school. They were engaged in their learning, enthusiastic to share their work and to talk confidently to the governors about Hordle CE Primary School.

It was great to see so many learning superheroes in action! Captain Aspiration would be proud.



## Curriculum Development

Governors have been interested to learn about the further developments to the curriculum and the work of the English Team on developing standards in writing.

The staff team have worked with Leah Crawford, a member of the Opening Doors team, to learn about approaches to teaching English which ensure an ambitious curriculum for all!

What is Opening Doors?

This is a set of guiding principles and ideas to help all ability pupils access stimulating and engaging fiction, poetry and non-fiction. These texts include some whole novels as well as chapters and small extracts. Team Hordle have had a high quality English curriculum for many, many years but this approach has allowed the team to take units and make them even better.

As a result of the team's success with this approach and the impact of the work on children, the school has been recognised and is now working as an Opening Doors HUB school, supporting other schools across Hampshire and the Isle of Wight in sharing excellent practice.

What has been the impact?

Children are highly engaged in English lessons and make excellent progress in their writing. The outcomes of pupils are of an exceptional quality. When Governors monitor learning, children are always fully engaged in the writing process and talk proudly about their English books and their accomplishments.

So patterned the pretty plant has

beautiful arms that are so trailing.

It has a tall body with thin, vibrant

stripes the flowers are marbeled and
beautifully
dotted. The vedges of the leaves are

viened and striked.

Examples of Year 2 Non-Fiction and Weeds

The foxolove is unwelcome with

Poisonous flowers. This wild plant has

dangerous arms with stuborn leaves.

This word has a unpreasant body and

with usry fingers. This dangerous

weed has spiny less and threatding

toos. Prease don't touch this

Plant because its very selectizing

Long long again the synthest corner of England lived a poor young boy. The boy's parents both died in a satal accident and had a managem overlooking a lake and screet to himsely titled his a function overlooking a lake and screet to himsely titled his areas come to live with him. her son scheich son and ungreatful daughter also cause The son, Henry and daughter. Alice both had a mean spirit their sounds he with unlike his parents into cored deep soon him.

"To seek me greek, greet water imminantely." snarted Heavy, lightly his sorehead to the ailing.

"And get me clean milk" ordered the other, shussling a deak of sale.

"So One lovely morning the saint ring of a doorbell sent Max running quietly towards the door. Inside was a small metal plaque with an invitation to a royal banquet.

Can go please? pleaded Max, brushing dust of their cheeks.

"What four No of course not scoreed Allee, lett rung her eyes into shie. How date your even think that added Henry, pointing to the little of your even think that added Henry, pointing to the little how date your even think that added Henry, pointing to the little as how some form in and a law streaked his cheek, obsing, Maxim his hay to his parents arave and enducely planted a small what seed on with his bare hands and slowly walked it with greak care, and make a small what

Examples of Year 3/4 Writing—Traditional Tales

In a far far away land, their lived a small, ording girl that lived in a tallybig manchen. but the day, sadly, her parents passed away and she was left alone with her two at workless devilous, thanks archer end despicable, viles stepdaughters. So far its beting loking like the girls life would never be the same again. Although the stepdaughters were despicable, vile and atroshidus, they were also totiful and only cared about memselves. Individual were cruel and rule to the poor Girl. It seemed like no one loved her anymore.

Worm mend my clothes they are all dirty they need mending right this instant. Demanded Celestia.

"of course your, gracefulness." Wered Titianna.

"You falish girl! Scramed Sapphire impatienty "vash the dishes you elagant soul poor Titianna.

"no a fatiful sunny morning, a letter arived at the prince of she opened it up and itside there was an emplope to go to a ball, litiana put her head up and bearned a great by smile for me" she voped.

Oph Im so exited I can't wait, mutater titianna hopefully soushing out the grant days know in her long hair.

"You goto a ball with all the grantly who do you think you are the queen the Ident think so."

Many ifers ago, on the edge of a murky lake sat a ramshakle cabin upon a pale-green, grassy hill. And living in that ramshakle cabin was a baken and his kindly wice; they are content in their simple live but they wished for a child of their own.

As usual, the baker's wice strolled to the lake to getch some water to drink.

With her reclection rippling in the lake, she jotted up to stand both geet: A silouette, a gentle musterious silouette in the ciaire of a glowing pheonix Mesmerised, she longed to wander carther but bitter water gorced her back early closer. and closer.

Although, as it by magic, it drifted early closer and closer.

And there-perched curiously on a light pad-was a newborn baby.

Examples of Year 6 Writing—Foundling Tales

Once upon a time, there was a little cottage that was the home a happy couple who has always longed for a child of these own.

Like always, it was time for the gardeness wiges morning walk; alwing her stroll, she would always pick some flowers for the gard as a present. But little did she know this was not going to be an ordinal walk.

As she was stipping about the cottoled parthway she heard a hungry unusal cry that gilled the micky goned air. She had to gird out it was coming from.

As its by magic on enterordanary rose bush appeared right in the cy the path-this was not here agrove. Her geet seemed to gide her claser and closer until she could walk no garther.

And there - rested snippy - was a baby; she lay camoung the thome covered only by a satin cloth.

The eyes were like dimonds glidering in the warm sun to lipe in like coulded roses and her hair was like gold lightly coiled into an



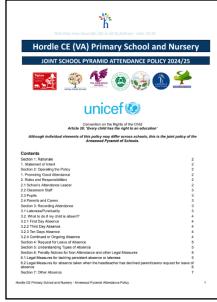


The Governing Body are committed to ensuring the best possible educational experience for all our pupils here at Hordle CE Primary School and Nursery. One of our key, ongoing areas of focus is monitoring school attendance because regular attendance is fundamental to both well-being and living life in all its fullness.

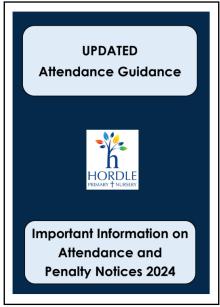
0 days	Days off school add up to lost learning				
absence 100% = 190 days of education	10 days absence 95% = 180 days of education	Please don't let your children miss out on the education they deserve			
		19 days absence 90% = 171 days of education			
			29 days absence 85% = 161 days of education	38 days absence 80% = 152 days of education	47 days absence 75% = 143 days of education
100%	95%	90%	85%	80%	75%

The Allendance Pathway

To provide a structured and consistent approach to attendance, Hordle have their very own Attendance Team who follow the Attendance Pathway which was devised with support from the Local Authority. This clearly outlines steps to follow in order to support families in helping to identity and address barriers to attendance.



Joint School Pyramid Attendance Policy 2024/25



Updated Attendance and Penalty
Notice Guidance 2024/25





Governors are reassured to see the school continuing to follow the Department for Education (DFE) guidance on attendance and take all measures necessary, which can include fining, to minimise absence. The school's commitment to national best practice ensures that pupils here at Hordle receive the best chances of a high quality education.

Areas to Develop

Despite the school's continued efforts, we are still seeing high levels of absence. This remains a priority for children in all year groups, as consistent school attendance directly impacts on a child's sense of belonging, educational achievement and wellbeing. It is well known that children who miss out on learning feel anxious on their return to school.

Hampshire's average attendance 2023/24

93.40% 95.50% 95.50%

Hampshire's average attendance pre-covid

Team Hordle's average attendance year to date

How Can Jourtelp?

Governors recognise that there are times in the year when attendance is more of a challenge. This includes the weeks before and after school holiday periods. We understand that children can feel lethargic towards the end of term and this is perfectly natural yet we urge all families to be mindful to minimise absence wherever possible.

We continue to support the Attendance Team in their relentless efforts to raise attendance and support families.

On behalf of all the Governing Body, we would like to thank Lou and her team for their extraordinary dedication and hard work in helping all children at Hordle CE Primary School continue to achieve their best.

We wish you a very Happy Easter.

