

Governor Visits Policy

Vision:

Governor Vision

The aim of the Governing body is that learning at Spaldwick will be boundless and irresistible; children will be inspired to become outstanding learners and maximise their full potential. They will have the resilience and perseverance to take risks and try new challenges, aspiring to be the best they can be whilst having fun. The teamwork provided by staff, parents, students & governors will have high expectations and be the foundation to our success.

We aim to:

- *Develop the Governing body to provide more challenge, rigour and strategic support to the school*
- *Develop a more visible and transparent style of governorship within the school community*
- *Build sustainable and supportive links between Governors and school staff*
- *Progressively improve our Ofsted inspection ratings*
- *Improve our year on year achievement levels*

The purpose of this policy

Governing Boards have a statutory responsibility to promote high standards at their schools and must monitor and evaluate their effectiveness. Through visiting our School, the governors can get to know it better. The governing Board is a corporate Board and every governor should visit the School as a representative of that Board, not as an individual. There must be an effective partnership between governors and staff, based on mutual understanding and trust, which benefits the whole School community. This policy will provide an agreed framework within which governors will plan and carry out School visits.

Visit Programme

The following visit programmes are suggested, but if individual governors can visit more frequently, at the convenience of the SLT and teaching staff, that would be appreciated

Subject Governors (Literacy, Maths, SEN/PP, Safeguarding, Syllabus)

- September/October: 1:1 meeting with the relevant Subject Co-ordinator
- November/December: Lesson Visit
- March/April: 1:1 meeting with the relevant Subject Coordinator
- June/July: Lesson Visit

- Governors should also attend at least 1 assembly per year.

SEN/PP Governor

- 3 1:1 meetings with SENCo spread over the school year

Safeguarding Governor

- Ad hoc but regular communication with HT on safeguarding issues.
February: Annual Safeguarding Review

Meeting Guidelines

- Governors should arrange a mutually convenient date and time to meet the relevant member of staff. For Subject Governors, the initial 1:1 meeting will be to discuss the year ahead and include consideration of the curriculum, planning and anything else the teacher feels the Governing Board should be aware of.
- The Subject Governor should then arrange a mutually convenient date and time to visit lessons via the subject co-ordinator. It would be helpful if, once per year, the visit could be co-ordinated with either a LA KIT visit or the Head Performance Management observations of the staff.
- Class visits can be for a single lesson (usually around 50 minutes) or for a morning or afternoon session, as required and agreed with the teachers.
- Consideration should be given to the total number of lesson visits that can take place in a given period without disrupting the work of the school.
- If necessary, Governors will be offered a Mentor Governor when they assume a subject responsibility to make introductions to the staff and pass on best practice as required.

Lesson Visit Guidelines

The focus of the visits will be to ensure the governors understand how the curriculum is taught at Spaldwick School. They may also be in conjunction with the School Improvement or Development Plans and in line with what has been discussed at the 1:1 meetings.

Governors visit to learn more about the School and to gather information to inform the governing Board's decision making. It is not our role to judge the quality of teaching: monitoring staff performance is the job of the Head Teacher and the Deputy Head.

On arrival at the School please sign in and wear your governor lanyard. On arrival in the classroom please be discreet: the teacher will introduce you when ready.

If possible, we encourage participation rather than observation from the back of the room, however, at a formal lesson observation in the company of the Head or Deputy Head the latter approach may be more appropriate and should be discussed beforehand.

Remember that you are a representative of all the governors: what you say will be understood by the staff to be the views of the Governing Board as a whole.

Avoid making promises on behalf of the governors but of course offer to take comments, questions or requests from staff and pupils to the next relevant governors' meeting.

If you plan to take notes during your time in the classroom inform the teacher beforehand. Aim to keep note-taking to a minimum and ensure that you make a record of your visit as soon as possible afterwards.

If you witness something that concerns you please use your discretion and either approach the teacher or Head Teacher after the lesson.

There is no specific protocol about parent governors visiting their own child's class as this may be inevitable. However please ensure that all classes are visited as equally as possible.

Confidentiality is paramount and nothing that is viewed within the classroom should be discussed outside the remit of the Governing Board.

Be aware of, and adhere to, the School's Safeguarding Policies.

Before you leave, remember to thank the member of staff for supporting you in your role as a governor. Offer to forward them a copy of the Visit Record Sheet that you will be compiling.

Reporting Guidelines

Please ensure you make an accurate record of your visit as soon as possible.

Each visit record should be sent to the Clerk to the Governors who will forward a copy to the Chair of the Standards and Resources Committee. The Chair will then ensure the visits are minuted in future meetings.

There are standard Record Visit templates attached to this policy for your assistance. Please complete the relevant one electronically and email it to the Clerk. If this is problematic a paper version can be submitted.

Remember to send a copy to the teacher if requested.

Ad hoc School Visits

All Governors are encouraged to attend ad hoc events throughout the School Year. At these times, even if you are attending on a personal basis as well as representing the governing Board, please ensure that you sign in as a governor, wear your lanyard and make a record of your visit. Some examples of these events are:

- Assemblies
- Special Curriculum Events
- School productions
- Sports Day
- Celebration Assemblies
- Fundraising events (FOSS)
- Parents Evenings
- Open Evenings
- World book day

Review of this Policy

This policy will be reviewed biannually by the Governing Board

Revised: Sep 2019

Review date: Sep 2021

Signed: J.Smith
Jonathan Smith, Chair of Governors

Date 1st October 2021

Governor's learning walk

Learning walks are where you'll go around the school with the relevant staff member to get a feel for a particular area. You're likely to talk to a range of staff members and pupils. Use this as a reminder of what to look for and what to ask

Visit Ser No:

Part 1: plan the walk	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	E.g. To see the implementation of the new strategy to improve attainment of Key Stage (KS) 2 boys.
Relevant school objective or priority <i>This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.</i>	Percentage of pupils achieving 'greater depth' in writing improves at KS2.
Questions to ask <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit. Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	Ask staff: what do you do if you think a student needs further support? Ask pupils: if you need help with something, what do you do?

Part 2: on the walk

General notes from discussions with staff

Tips:

Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who', 'where' and 'can you show me...'

Don't be afraid to clarify any terms or acronyms you're not familiar with

Remember you're not there to pass judgement on staff or inspect them

When writing the report, use neutral language and don't name individual teachers

General notes from discussions with pupils

Remember:

Don't ask them for pupils' views on a specific teacher

Don't record pupils' names

General notes on the school environment and overall atmosphere

Note:

Whether the governors' vision of the school is replicated on the ground

Any issues with the school site you see e.g. broken equipment or lack of resources

What successes stood out on the learning walk and why?

Questions and clarifications to follow up with the headteacher or chair of governors

Governor's school monitoring visit

Formal monitoring visits are where you discuss the progress of the school in a particular area with the relevant staff member. Use this form as a reminder of what to look for and what to ask.

Part 1: plan the visit	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	To discuss the school's new strategy to improve attainment of Key Stage (KS) 2 boys.
Relevant school objective or priority <i>This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.</i>	Percentage of pupils achieving 'greater depth' in writing improves at KS2.
Questions to ask <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit. Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	What is the process for supporting pupils who need extra help? Have teachers had any training to help them put this into practice?

Part 2: in the meeting

What is the school doing within this area of focus?

Tips:

Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'

Don't be afraid to clarify any terms or acronyms you're not familiar with

Remember you're not there to pass judgement on staff or inspect them – you remain an observer

When writing the report, use neutral language and don't name individual teachers and pupils

How do you know the school's actions are having an impact?

Remember:

Include specific evidence that demonstrates the positive impact the school is having in this area

Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress

Add any further evidence you'd like to see to help you make a better assessment of the impact

What successes stood out and why?

Questions and clarifications to follow up with the headteacher or chair of governors