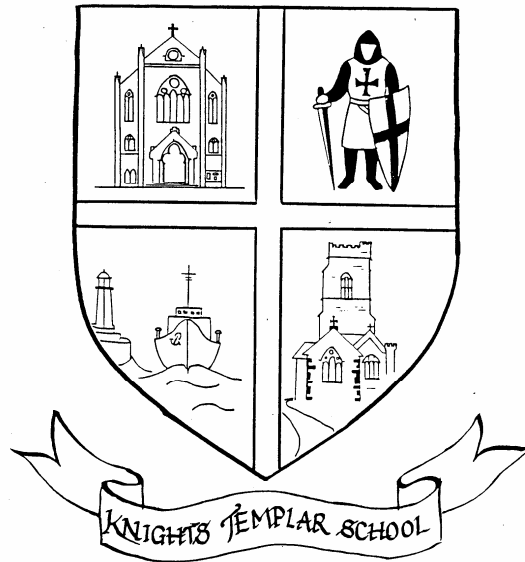


# *Knights Templar C of E and Methodist Community First School*



## *Governor Visits to School*

*March 2011*

**Approved by Governors: 23 March 2011**

**Date of Next Review: March 2014**

# Governor Visits to School Policy

## School Aim:

**For each individual to be empowered to be the best they can be, with a thirst for learning, a zest for living and a spirit of kindness.**

One of the key roles of a governor is to monitor how well the school is succeeding in its aims. Visits to school will give a wealth of information about the learning, and the atmosphere and involvement of the whole school community. Moreover, governors must ensure that they are rigorously evaluating the effectiveness of agreed procedures to ensure the safety and welfare of all in the school. This policy outlines the aims and procedures of a school visit.

## Through our programme of individual governor visits we aim to:-

- ✦ Improve governor knowledge of the ethos of the school;
- ✦ Develop knowledge of the delivery of the whole curriculum;
- ✦ Gain understanding of pupil progress and attainment;
- ✦ Enable governors to monitor impact of the School Development Plan;
- ✦ Share ideas and consider future needs of the school community;
- ✦ Improve governor links with staff, pupils and carers;
- ✦ Enable the whole governing body to fulfil its statutory role.

## Expectations on visiting school:

- ✦ If possible, all governors to visit at least once a year during the school working day;
- ✦ Any subject link governor to meet with the Subject Leader as detailed in the monitoring programme (literacy, numeracy, ICT, SEN once a term; other subjects once a year);
- ✦ All new governors to have an introductory visit soon after their appointment to the governing body as part of their induction programme;
- ✦ Governors are welcome to informally visit the school (with prior notice during the school day) taking into account the needs of all concerned and the appropriate timing of visits e.g. Collective Worship. This includes events as detailed in the newsletters.
- ✦ Specific invitations are sent for some occasions.
- ✦ Visits to talk with the head or subject leaders can also be made by appointment.

## Focus of Monitoring Visit

Visits will focus on aspects of the School Development Plan and on carrying out the work of the governing body eg SEN, Health and safety, Literacy governor roles. These visits will be planned by each sub-committee at the beginning of the year to ensure appropriate and thorough monitoring of each committee's responsibilities eg the Environment and Community committee will monitor the Health and Safety aspects of the school.

The Curriculum committee will discuss the focus of the visits related to pupil progress or curriculum and suggestions will be brought to the whole governing body. The visits could have particular emphasis on one year group or on one major aspect of delivery of the curriculum. The focus may be to discuss progress within a specific subject, to observe a particular subject or to better understand and monitor an aspect of the SDP.

## What governor visits are NOT about;

- ✦ Making judgements about quality of teaching and operational management;
- ✦ Checking the progress of own children;
- ✦ Pursuing personal agendas;
- ✦ Monopolising teachers' time;
- ✦ Arriving with inflexible preconceived ideas;
- ✦ Interrupting, giving ideas or suggestions during teaching time.

### **Preparation for visits**

Arrange a visit with the appropriate teacher and agree the aim of the visit and arrangements for it in advance. Ensure HT and SL are aware of the details of the visit. Ensure that the Governor Monitoring Visit details are agreed.

### **The visit**

The visits will normally be either to meet with a Subject Leader to discuss developments and achievement or to observe teaching and learning in the classroom. Staff will have been consulted about the date and purpose of the visit. This will have enabled them to prepare any information related to the focus of the visit and to set up a programme for the governor. This might include;

- ✦ Supporting a group of children on a set task
- ✦ Informal observations of children at work;
- ✦ Opportunities to speak with children on their work in progress;
- ✦ Opportunities for observing displays of work in the classroom;
- ✦ Opportunities for pupils to demonstrate work to governors;
- ✦ Governors would be expected to be present at the beginning of a lesson - this will enable the teacher to introduce them to the class and explain the reason for their presence;
- ✦ Governors should be aware of the confidentiality of what they see and hear;
- ✦ Governors should be discreet so as not to disrupt the lesson in progress.

### **The follow up**

- ✦ If the visit was a lesson observation, there should be a discussion with the teacher shortly after the observation to further understanding of what was observed;
- ✦ A meeting with the HT or Subject Leader should be held to review the focus of the visit(s) and clarify any queries;
- ✦ The Governor to complete the Visit Record and give to the Clerk of Governors;
- ✦ Feedback should be given to the Governing Body in the full Governing Body meeting or Curriculum committee meeting that the visit has taken place;
- ✦ Staff and governors should be given opportunities to discuss the effectiveness and success of these visits.
- ✦ Feedback to Subject Leaders should inform future plans.
- ✦ Ensure that any discussion keeps within the school's agreed Code of Conduct with specific reference to the need for confidentiality.

# Knights Templar C of E & Methodist Community First School

## GOVERNOR MONITORING VISIT RECORD

**PLANNING VISIT** (which subject with which teacher with which class/subject leader/headteacher)

Name(s);		Subject:		Date of visit	
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**VISIT FOCUS** (planning to be completed with teacher prior to observation or discussion of subject):

**Key personnel informed** (ensure HT and SL given dates of visit):

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**Lesson/Meeting Focus**

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**Ofsted action/SDP reference(s):**

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**Structure/timetable of visit:**

Please detail: date; time; if observation, time for follow up discussion; personnel

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**FOLLOWING OBSERVATION, DISCUSSION:**

**QUESTIONS TO EXPLORE:**

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**ACTIONS FOLLOWING VISIT**

**KEY AREAS FOR DISCUSSION/FEEDBACK WITH THE HEADTEACHER, SUBJECT LEADER OR GOVERNING BODY:**

**CHECKLIST FOR ACTION FOLLOWING MEETING:**

Thank you  
Discussion with Teacher/SL  
Discussion with Head  
Form to Clerk  
Copy to Head (& Subject Leader if appropriate)  
Shared with the governing body  
Filed with Governing Body records

**Signed;**

**Teacher observed (if relevant).....**

**Governor.....**

**HT/SLT.....**

**Date.....**

**FOCUS FOR GOVERNOR LESSON OBSERVATION VISITS 2011**

**Learning Progress within lesson:**

- ✦ **Use of WILF (What I'm looking for) – the key learning focus of the lesson**
- ✦ **Questioning that assesses children's understanding of the WILF (learning focus)**
- ✦ **Modelling of WILF (teacher demonstrating WILF)**
- ✦ **Discussion with children to identify and correct any errors and misconceptions**
- ✦ **Tasks that practise the WILF**
- ✦ **Assessment (self, peers, adult) of key area of understanding/skill (WILF)**

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## Governor Support in School

This form is to be completed when a governor has come to support the school in some capacity eg reading in class, leading a Collective Worship, attending a parent workshop. The fuller Governor Monitoring Visit record should be used for lesson observations, meetings with teachers, meeting with headteacher, premises inspection, etc.

**Purpose of visit:**

**Comments:**

**Signed**

**Date**