

St Peter's Cross Keys Academy

Governor's School Visits Policy

Autumn 2021 Review Autumn 2023

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St. Peter's Cross Keys Academy

Governor Visits Policy

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1 Introduction

This policy defines the process and protocol that should be applied to ensure that governors and staff gain from organised and focused visits.

Visits to school should not be confined to the classroom.

Visits by the Governing Body will support its responsibilities for monitoring and evaluation.

It is important that governor visits are developed through consultation with staff and their support of the process is essential to successful visits.

2 Policy Aims

Through our programme of governor visits to Farndon St. Peter's Primary School we aim to:-

1. **Improve governor knowledge of the ethos of our school and curriculum**
2. **Assist the whole governing body to fulfil its statutory role with regard to monitoring and evaluation**
3. **Assist with understanding the effectiveness of school policies and plans**
4. **Improve governor understanding of the school's needs and priorities for the school development plan**
5. **Monitor and evaluate the school improvement plan especially in relation to curricular issues**
6. **Improve governor links with staff, pupils and parents**
7. **Help governors to be better able to support the school community**
8. **To highlight the need for particular resources, policies or plans**

It is the Headteacher's responsibility to monitor and evaluate the quality of teaching and learning within the school.

3 Timetable of Visits

- Governors will visit the school at least termly during the working day
- All new governors are offered an introductory visit soon after their appointment as part of their induction programme
- Informal visits are encouraged to school open events, e.g. special assemblies, school performances and Friends Association events
- Specific invitations will be sent for certain occasions

- Visits to talk to a curriculum lead should be made beforehand

4 Focus & Purpose of Visits

The purpose of school visits may be to:

- develop relationships
- observe the application of school policies, plans or initiatives
- help in class or with an activity
- observe the progress of school development priorities.
- review the responsibilities of the governing body in specific areas e.g. health and safety, performance management or safeguarding children
- conduct a learning walk with a member of SLT
- attend at key events (parents evenings, celebration events, performances)
- observe quality assurance events (eg work scrutiny, pupil voice, parent focus groups)

The focus of each visit must be planned and agreed in advance.

5 Governor Conduct During Visits

1. Plan your visit
 - Complete a Governor Visit Report (Appendix 1) detailing the purpose and focus of the visit
 - Appendix 2 will give you some ideas about preparation and points for discussion during the visit
 - Discuss with appropriate staff the details of your visit
2. Carry out your visit
 - Arrive before the lesson starts.
 - Decide with the teacher how you will be introduced and your role in the classroom, if appropriate
 - Observe discretely, do not interrupt/gives ideas/suggestions during teaching time
 - Avoid making judgements about quality of teaching, classroom management, pursuing your own agenda or checking your own child's progress
 - Respect the children's' privacy at all times- governors should be aware of the confidentiality of what they see or hear
 - Make notes and record what you see soon after a classroom visit, or during if agreed with the member of staff
3. Review and discuss your visit
 - Talk about what you have seen and heard with staff
 - Be positive and give feedback at the end of the visit.
 - Clarify understanding and ask questions after the visit.

4. Prepare a report

- Read your notes and complete the Governors Visit Report
- Discuss and agree the contents with staff before circulating to Governors
- Circulate to all governors before the Joint Committee meeting

In the unlikely event of governors observing something which gives them cause for concern, they should take the matter up as soon as possible with the head teacher.

Governors should remember that a word of thanks and encouragement at the end of the lesson will help staff feel more confident about the visit and the role of governors.

Appendix 1

Farndon St. Peter's Primary School

Governor's School Visit Report

Name of; governor: staff:	
Date/Time of Visit:	
Class visited:	
Focus & Objectives	
Outcomes	

Governor Signature:

Date:

Staff Signature:

Date:

Submitted to Gov Hub / Committee on:

Appendix 2

Preparation

1) What is the purpose of the visit?

- What has prompted my decision to visit?
- To what aspect(s) of the school development plan does my visit relate?
- What background information might I need?

2) How shall I carry out my visit?

- Who do I need to contact in advance?
- What particular areas of the school am I interested in?
- What particular activities am I interested in?
- What particular age groups am I interested in?
- What questions should I ask?
- Who should I ask?

3) Did I achieve my aim?

- To what extent did I address the reason for my visit?
- For which of my questions did I find answers?
- Do I need further information?

4) Is there any follow up?

- Have I thanked the teacher and/or the curriculum leader?
- Have I filled in a report form and sent a copy to the head teacher and Chair of the appropriate committee?
- How can I build on this for my next visit?

Possible Points for Discussion

- General organisational, curricular and assessment issues and developments
- Whole school priorities and departmental priorities (as in plans)
- Progress towards targets
- Spending of departmental budget
- Resources and needs
- Staff development and training (and needs)
- Extra-curricular activities
- Special needs students

Visits to lessons might lead to discussions about general issues.

- How are students with Special Needs catered for?
- Differentiation: how does the teaching meet the needs of the less able whilst still providing appropriate challenge for the most able?
- Progression: how are knowledge and experience built up over time?
- How are different learning styles catered for?
- How is Assessment for Learning being addressed?
- Equal opportunities: how does the teaching ensure that all students, regardless of gender, ethnic origin or ability, have appropriate access to the curriculum?
- Homework: what role does homework play?
- Target-setting: how are students kept informed of what they need to do to achieve their targets and encouraged to be independent learners?

Useful Internet Sites

- <http://www.governornet.co.uk/>
- <http://www.dcsf.gov.uk/>
- <http://www.teachernet.gov.uk/>
- <http://publications.teachernet.gov.uk/>
- <http://www.ofsted.gov.uk/>