

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

BRIGHSTONE C.E. PRIMARY SCHOOL



Governor Visit Policy

Date Agreed: 6th December 2016

Review Date: December 2019

Signed: _____

Chair Board of Governors

Revision record

Revision No	Date issued	Prepared by	Approved by	Comment
1	6 th December 2016	JW	FGB	

All the governors and staff of Brighstone CE Primary School are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Rationale

The Governing Body at Brighstone CE Primary School has a responsibility to keep in touch with what is happening in school. Although their role is strategic, it is important that they have some understanding of the practicalities of the job. Meeting children, talking to staff and seeing lessons underway help members of the Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

Each governor has an area of the school's work that they are linked to, and also a class. Governors are expected to make at least one visit a term during school time and will often monitor an area of the School Improvement Plan, sometimes in pairs, in accordance with the agreed school monitoring calendar. It is important that on any visit governors understand that they represent the full Governing Body.

For governors, school visits give the opportunity to:

- see the school at work and gain a more informed understanding of classroom life and practice
- note progress made in the School Improvement Plan
- meet and talk with pupils
- meet class teachers and show active support to all staff and the activities of the school
- see policies and schemes of work in action
- find out what resources are being used and what are needed
- gain first-hand information to assist with policy-making and decision-taking

For teachers the benefits of governor visits include the opportunity to:

- get to know the governors and find out more about the role of governor
- share their school improvement responsibilities and progress with the governing body
- ask questions and discuss any issues with the governing body
- reflect upon their teaching and learning practice through discussion.

Before making a visit governors will:

- contact the Headteacher and the teacher concerned via the main school email address to agree a date, time and focus for the visit
- clarify the expectations for the visit and ensure that all staff are aware of the visit
- plan which class(es) will be visited and draw up a timetable for the visit with the teacher coordinating the visit.

On the day of the visit the governor will remember to:

- be prompt and clarify the timetable with the Headteacher/subject coordinator
- act as an observer and only participate in the class at the invitation of the teacher
- respect the professionalism of the teacher, supporting but not interfering
- be calm and enjoy the visit.

After the visit the governor will:

- thank the teachers and children
- meet with the Headteacher to give a brief verbal report, and raise any issues that arose
- complete the Governor Visit form (attached) and send to the teacher for any comments. The form will then be given to the Headteacher and later placed in the Governor School Visits File kept by the clerk to the governing body.
- governors' reports should note their observations and any useful points made in conversation but avoid opinions and identifying individual pupils.

N.B. It goes without saying that a governor's visit is not about: inspection; making judgements about the professional expertise of the teacher; pursuing a personal interest, etc. It is wise for governors to avoid visiting classrooms where their own children are present.

Governors need to remember there may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and be flexible in your expectations. No two days are ever the same in a school!

The **Governors' school visits proforma** should be completed as soon as possible after the visit.

Governor links/portfolios

Some of our Governors are linked to a particular subject/area of the school's work. These are:

- Literacy
- Numeracy
- ICT
- Safeguarding
- Inclusion (Special Educational Needs and Disabilities, Pupil Premium, Looked After Children, Free School Meals, Service Children)
- Finance
- H & S
- RE, Collective Worship
- Extended schools
- EYFS
- PE
- Science

In addition to this, we link most governors to a particular class.

Governor links to classes

We also believe it is important and useful if governors take a particular interest in one class and follow them through the school. A governor can provide a useful audience for pupils' writing and presentations, etc. It is the responsibility of each governor to introduce themselves to the teacher and class and make themselves available according to the demands of the timetable and school year.

In planning a visit to the class, governors might agree to:

- take part in a lesson acting as classroom helper during their visit
- work with a small group
- demonstrate a particular craft or skill they have
- introduce themselves and answer pupils' questions about their role as governor

- observe the class - focussing on an agreed area/issue that the class teacher would like some feedback on, e.g. the involvement of a particular group of pupils.

Policy Review

This policy should be reviewed every year, asking whether:

- every governor has visited the school at least three times during the year?
- each governor has made a variety of links with their link class?
- every governor linked to a curriculum or school improvement area has had a conversation with the coordinator?
- we can make policy and practice even better?

Governor School Visit Proforma

Governor School Visit	
Governor's name	
Date of Visit	
Agreed focus for visit <i>e.g. an aspect of the Getting to Good Plan (GTGP); a curriculum area; a whole school focus</i>	
Member(s) of staff met	
Questions to ask relevant to: 1. Teaching and Learning 2. Policy impact 3. Getting to Good Plan	
Activities undertaken and evidence seen <i>E.g.: visiting classes, display work, looking at pupil's books, talking to pupils, looking at resources, discussions with Headteacher, curriculum coordinator, class teacher</i>	
Notes <i>If your focus is an aspect of the curriculum, teaching or assessment, you will want to comment on one or more of: Standards and Progress; Teaching; Assessment; Resources; Displays</i> <i>If your question is about Policy you will want to comment on the impact of the policy.</i> <i>If your focus is an aspect of the GTGP you will want to comment on the impact and progress of improvement work so far.</i>	
Comments from member of staff	

Points to take to governing body meeting	
Signed _____ Signed _____ (Teacher / Coordinator) (Governor)	
Signed _____ (Headteacher)	
Date _____	

An aide memoire for governors on their school visits:

What is the purpose of the visit?

- What or who has prompted my decision to visit?
- Is the focus specific or general?
- How can my visit benefit the teacher(s)/school?

How shall I carry it out?

- What particular areas/activities of the school am I interested in?
- What particular age-group(s) am I interested in?
- Are there any questions that can be answered by observation?
- What questions should I ask? of whom?

Did I achieve my aim?

- To what extent did I address the reason for my visit?
- Which of my questions did I answer?
- What difficulties did I experience and why?

Is there any follow-up?

- Have I recorded my experiences?
- Did I give feedback on my visit to the head and staff?
- Have I prepared a short report for the next governors' meeting?
- How can I build on this for the next visit?

Sample questions:

- Teaching and Learning: How are the pupil premium (PP) children performing against non PP in literacy?
- Policy: Show me some examples of how the marking policy is supporting new staff in helping the different groups of children improve their learning.
- Getting to Good Plan: Talk me through your action plan for literacy