

# Governor Visits Policy 2021

## Mission Statement

**We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)**

**Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.**

**Love of Learning** - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

**Faith** - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

**Respect** - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

**Partnerships** - We work together with our families, the Church and the local and wider community, valuing their support.

**HEADTEACHER:** Mr Chris Burman

**CHAIR OF GOVERNORS:** Mrs Sue Owen

This policy is reviewed three yearly by the Local Governing Body (LGB).

Policy reviewed by the LGB

July 2021

# THE PROCESS

## 1 School

The main principles are that the process should:

- Be agreed between staff and governors.
- Be fit for purpose; and
- Involve the minimum of necessary bureaucracy.

We aim for governors to learn more about the School, and in particular:

- Establishing the progress on implementing the Academy Improvement Plan (AIP) and finding out what difference it has made to pupils/achievement, personal development and well-being.
- How the School is seeking to achieve its statutory targets; and
- Whether the statutory requirements are fully in place.

## 2 Before the visit:

Agree with the Headteacher/Subject Leader:

- A suitable date and time for the visit, which are appropriate.
- The purpose of the visit.
- An agenda and the questions to be asked (using the Questions for Visits proforma Appendix 1).
- Any other information the governor may need; and
- Arrangements for the governor to discuss with staff how he/she is to be involved in the lesson and for discussion afterwards.

## 3 During the visit:

- Arrive on time suitably dressed i.e. smart, but not formal.
- Introduce yourself to the Subject Leader/Headteacher.
- Be courteous, friendly, interested and enthusiastic.
- Listen to staff and children.
- Try to keep to the timetable, but be prepared to be flexible.
- Observe discreetly.
- Remember the purpose is to find out, not to inspect.
- Ask about what you have observed and any issue about which you are unclear (e.g. the difference your presence may have made); and
- Thank the teacher, TA and the children positively.

## 4 After the visit:

- Make notes (using the Things Governors Might Notice (Learning - Not Judging) proforma Appendix 2) whilst ideas are still fresh in your mind.
- Discuss your observations with the Subject leader/Headteacher, by prior appointment or via e-mail, being prepared to take the comments of others on board.
- Refer any specific concerns to the Headteacher for him/her to deal with as

part of day-to-day management.

- Write up your draft report using the Governor Visits Report Proforma (Appendix 3) and send by e-mail (if possible) to the Headteacher, who will consult the relevant member(s) of staff for amendment/agreement at the next appropriate staff meeting. The Headteacher will record how the questions raised in the Report were dealt with and responded to. The Headteacher will return the annotated Report back to the author.
- Send the final copy of the Report by e-mail Clerk to the Governing Body, for circulation to all governors, and for circulation prior to the next Governing Body meeting, and for filing in the Governor Visits Reports file in the School Office; and
- Reflect on how the visit went.

**GOVERNORS VISITS**
**Questions for Visits**

<b>Question</b>	<b>Possible features of answer</b>	<b>Notes of answer</b>
Help me to understand how you plan your lessons: How do you get from the National Curriculum to deciding what Kate or Tom will be doing in English/Maths SEND/etc. today?	National Curriculum. Key stage plan. Scheme of work. Year plan/term plan/week plan/daily plan. Individual plan.	
How do you judge how well pupils are learning and making progress?	Questioning in lessons. Marking. Assessments, including tests. SATs. Target-setting and achieving Value-added data	
What learning resources are available to your pupils and how do they learn effectively?	ICT - access to computers. Use of library. Classroom library. Use of basics like pens and pencils. Good labelling. Borrowed resources	
How do you cope with the needs of different pupils?	Pupil Premium Children Boys v girls. Most able. SEND. English as an Additional Language (EAL). Behaviour.	
How do you decide to seat children and arrange the classroom? Does it ever vary and why?	Ability groups. Mixed or single age groups. Boy-girl patterns. Different for different activities.	
How do you encourage parents to be involved in their children's learning?	Regular contact. Reports. Parent evenings. Letters. Diaries. Maths clinics.	



## GOVERNOR VISITS

**Things to look for & to include on your visit form (Learning - Not Judging)**

<b>High expectations of behaviour and learning:</b> How are relationships between staff and pupils, and between pupils?	
What do you notice about behaviour and attitudes? Are the pupils attentive? Engaged in their work? Do they ask and answer questions? Do more girls than boys ask questions or vice versa?	
What examples do you see of an ethos of high expectation and praise?	
<b>Planning for all groups – clear differentiation</b> Have you noticed any differences in teaching styles e.g. whole class, small group, pairs, ability, age, friendship groups, gender?	
Did you know what the learning objectives were for the class? How and when were these shared with the pupils?	
How does the teacher manage the differing abilities? Can you tell?	
What about children for whom English is not their first language?	
<b>The learning environment</b> What are the classroom displays like? Do they show a wide range and not just the best?	
What are your general impressions of the environment? Is it is pleasing, safe, secure, stimulating, calming?	
Did you see any support staff and how they are deployed?	
<b>High quality resources</b> What about how the resources are used? Computers, whiteboards, stationery, games, musical equipment etc.	
Have you been able to see any policies at work? If so, which ones?	
<b>Engagement with pupils?</b> Have you been able to chat with pupils? If so, what have they told you? What have you learned?	
Was there fun? Were children learning and enjoying themselves?	
Has there been an opportunity for pupils to show you their work? What were they most keen to show you about their work?	
<b>Independent learning</b> What opportunities did the children have to develop their independent learning skills?	

**GOVERNOR VISITS - REPORT**

Name of Governor:	Date:
AIP/SIP Priority:	
Staff Visited:	
Objective(s) of the Visit:	
Brief Notes, <i>with Evidence of impact SDP area:</i>	
Three Positive Comments:	
1	
2	
3	

**Please return the completed form to the Headteacher, as soon as possible.**