



# Governor Visits Policy

## July 2023

Last reviewed:	Approved by:	Next Review due by:
10.07.2023	Full Governing Body - Reviewed and ratified	Annual



## Governor Visits Policy

**Purpose:** To enable the governing body to work in partnership with senior leaders and school staff to challenge and support the drive for rapid improvement through governors visits to our schools.

### Potential Benefits:

Governors	School Staff
Establishing a collaborative approach that recognises the professional expertise, role and responsibility of school staff.	Engaging collaboratively with the work of governors and recognising their role in securing rapid improvement.
Establishing a detailed understanding of the progress being made against the priorities identified in the school development plan.	Engaging in partnership with governors in evaluating progress against the priorities identified in the school development plan.
Understanding the quality of teaching and learning and the impact of actions in place, including the use of performance management, to bring about improvement.	To work as a team with governors through classroom visits and professional dialogue which deepen understanding of how effectively the school is meeting children's learning needs and improving progress.
Observing policies and initiatives in practice.	To demonstrate expected practice and engage in professional dialogue about the implementation of policy and its impact.
Listening to the views of children through focused discussion and observation.	To share pupils perceptions of school and their progress in learning in line with monitoring identified in the operational plan.
Reviewing how resources, including the use of the pupil premium and local authority improvement funds are used to support children's learning and effect rapid improvement.	To demonstrate the use of resources and contribute to analysis of their impact through professional dialogue and review priorities identified in the school development plan.

### Monitoring Visits

Each of the Federation's key priorities will be assigned to either two or three named governors as agreed by the governing body.

### Focus of Visits

- Progress made on selected action from the agreed priority identified in the school development plan

This may involve:

- Seeing teaching and learning in practice
- Discussions and interviews with staff and pupils against identified priorities
- Seeing examples of work scrutiny and impact.

### What governor visits are not about:

The crucial point to note here is that governors' visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of the teacher. That remains a task for the Headteacher and / or other education professionals. Governors' visits are not about:

- Making judgements about the quality of teaching
- Pursuing personal agendas
- Monopolising teachers' time
- Arriving with inflexible pre-conceived ideas.

**Ground rules:**

Governors and staff should be aware of the protocols or ground rules; this will make visits more useful and productive.

**Protocols should include:**

	Always	Never
Before	<ul style="list-style-type: none"> <li>• Arrange details of your visit with the Headteacher.</li> <li>• Agree the focus which is clearly linked to the school development plan.</li> <li>• Ensure staff are fully briefed as to the purpose, time and expectation of the visit.</li> <li>• Agree level of confidentiality.</li> <li>• Agree purpose of the visit.</li> <li>• Discuss the context of the lesson to be observed.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn up unannounced.</li> </ul>
During	<ul style="list-style-type: none"> <li>• Observe any class guidelines / rules.</li> <li>• Fulfil agreed purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in with a clipboard</li> <li>• Interrupt the teacher</li> <li>• Judge the quality of teaching.</li> </ul>
After	<ul style="list-style-type: none"> <li>• Thank the teacher and the pupils.</li> <li>• Debrief with the Headteacher or other identified governor or staff.</li> <li>• Report back to the governing body on progress and impact of the action.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave without a word.</li> </ul>

**Being prepared:**

Going into a classroom needs some preparation, some 'what if ...?' To agree what the governor will do, for example:

- What if I see students misbehaving when the teacher does not?
- What if a pupil asks me how to do something?
- What if the teacher has problems controlling the class?

If you identify any concerns whilst preparing for the visit, these should be shared with the Headteacher prior to starting the visit. Any concerns arising during the visit should be raised with the Headteacher as soon as possible.

**Feedback**

All visits to Queen Edith or Queen Emma Primary Schools which are assigned to a key priority from the school development plan or any other priority identified by the governing body will be reported back to the governing body using the Governor Visits Report sheet. These will be circulated with the agenda for the meeting to ensure all governors are up-dated on progress.

**What should the feedback cover?**

- Progress of the allocated priority in the school development plan.
- What is working well
- Safeguarding in action
- What requires further development or amendment
- Issues for the governing body to reflect on.

**Commitment**

One visit per term for each identified priority – each visit normally around one hour duration.

**Planning Visits**

Arrange visits with the Headteacher

**Monitoring and review**

This policy will be reviewed at the end of each academic year.

Date agreed: \_\_\_\_\_

Signed by: \_\_\_\_\_

(Sean Lang, Chair of Governors)