

Governor Visits Policy

Version and Date		Action/Notes: To be reviewed every 3years. 12.09.2021
v.1	12.09.18	Agreed by the Trustees

Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.

References to 'the Head teacher' includes the Executive Head teacher, Head teacher or acting Head teacher as appropriate.

Background

The Local Governing Body (LGB) has appointed link governors to act as the liaison between the LGB and specific aspects of the work of the Academy. The role of a link governor is as a source of support to the Academy and a source of information for the LGB. An integral part of the link governor role is to visit the Academy and gather first hand evidence in relation to their area of responsibility and to learn about the general running of the Academy.

It is important that visits are conducted in an appropriate way and the purpose of this policy is to provide a framework for visits with the following objectives:

- 🕒 To enable all participants to make the most effective use of the visit;
- 🕒 To help the Academy community to get to know the governors;
- 🕒 To ensure that visits are conducted properly;
- 🕒 To contribute to school improvement;
- 🕒 To enable the LGB to carry out its delegated duty to monitor and evaluate the work of the Academy.

One of the key roles and responsibilities for the LGB is to monitor the progress and performance of the Academy. Undertaking visits demonstrates the governors' role in the strategic management of the Academy by helping to hold the Academy to account and evaluate its progress. The governors visits programme is an integral part of the Academy's yearly monitoring calendar. A governor is encouraged to make at least one visit a term during school time and governors will often monitor an area of the School Development Plan in pairs in accordance with the agreed timetable.

Format of visits:

- The LGB, acting in consultation with the head teacher, will approve a schedule of governor visits to take place throughout the school year. The number of visits per term will be agreed with the head teacher in advance;
- All staff will be provided with a copy of the schedule;
- Each visit will have a clear focus, linked to an aspect of the work of the Academy;
- It is the responsibility of the visiting governor to arrange the date and time of their visit with the subject leader at least two school weeks in advance and agree the purpose of the visit;
- Governors visiting the Academy to observe lessons or part lessons will conduct themselves in a manner agreed with the head teacher that avoids disruption to children's learning.

Aspects for consideration during the visit

- General ethos and atmosphere of the area/s visited;
- Attractiveness or otherwise of the area/s visited;
- Availability of resources;
- Health and Safety (where appropriate)
- Children's behaviour and attitudes;
- Children's engagement in lessons;

Responsibilities of visiting Governors and Staff:

- Visiting governors and staff will be courteous and considerate at all times and respect the role that each has to fulfil;
- Governors will not make judgements about the effectiveness of the teaching they observe;
- Governors will not pursue personal agenda or seek to take advantage of their position;
- Governors will express their gratitude, and any immediate positive feedback to staff (and children) and provide verbal feedback to the subject leader at the conclusion of each visit;
- Governors will record their visits and observations (non-judgementally) in a written report for consideration initially by the subject leader and then at the next meeting of the LGB.
- All parties will agree any appropriate follow-up action;

Governors and staff will respect confidentiality arising from any aspect of the visit.

Visits enable governors to:

- See the Academy at work and observe the range of attitudes, behaviour and achievements;
- Get to know the staff and demonstrate their commitment to the Academy;
- Give active support to the staff and the activities of the Academy;
- Be aware of the effect of change and different approaches to teaching and learning;
- Evaluate resources and discuss with staff further requirements;
- Gain first hand information to assist with vision and decision taking;
- Work in partnership with the staff.

Before making a visit Governors will:

- Contact the subject leader/contact/Head teacher and agree a date, time and focus for the visit;
- Clarify the etiquette, courtesies and expectations for the visit;
- Plan which class/es will be visited;
- Draw up a timetable for the visit with the subject leader/contact;
- Subject leader/contact to ensure that all staff are aware of the visit and the expectations on them.

Link Governor Roles:

Early Years & Foundation Stage:

This includes:

- If applicable, monitoring progress in the establishment and development of the nursery provision, including the quality of children's learning experiences and their progress and outcomes;
- Considering how well the provision meets the needs of children and prepares them for the next stage in their learning;

Data & Outcomes:

This involves all aspects of children's attainment and progress, including PP, gender, disadvantaged and more able.

SEN:

This includes:

- Understanding how the Academy identifies a child with SEN and what happens once a child has been identified;
- Know how SEN money is allocated and spent including how the Head teacher and LGB decide how these resources are spent for all children with SEN in the Academy.
- Know the Academy's policy on SEN and make sure it's reviewed regularly. Develop good relationships in the Academy with the key people involved is essential, particularly the SEN coordinator (SENCO).

SIAMs (if applicable)

This includes:

- Developing a clear picture of the extent to which the Church of England Academy is fulfilling their mission statement;
- Confirming for the LGB that the Church of England Academy make good provision for religious education and a daily act of worship.
- Identifying ways in which the Church of England Academy develops and maintains appropriate links with the communities they serve and their local churches.
- Maintaining an overview of the spiritual, moral, social and cultural development of children in the Church of England Academy.

PE:

This includes:

- Identifying strengths and areas for development in the provision made by for children to engage in a wide range of sporting activities;
- Monitoring the impact of sports premium expenditure.

Safeguarding:

This includes:

- Acting as the nominated governor for 'Prevent';
- Undertaking a termly check of the single central register and confirming that there are robust measures in place for the care and protection of children;
- Confirming for governors that all staff have had appropriate recent training in relation to safeguarding children and that appropriately robust procedures are in place for the recruitment of staff at all levels;
- Ensuring the Academy adheres to GDPR.

Health and Safety:

This includes:

- Discussing with the head teacher relevant risk assessments regarding children's health and safety;
- Undertaking a termly H&S visit with the head teacher and H&S officer.

Finance, Buildings:

- Discussing with the head teacher the budget and financial planning and bringing to governors' attention resources issue that may affect the quality of provision;
- Identifying any significant issues with the buildings and grounds that require attention and advising on priorities for action.

On the Day of the Visit the Governor will Remember to:

- Arrive on time and clarify the timetable with the subject leader/contact;
- 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:

- Remember to thank the teachers and children;
- Complete the Governor Visit form, reporting on the focus. The completed form should be given to the subject leader/contact and then, after any possible alterations, sent to the Head and clerk;
- Governors must report without giving opinions and where possible individuals should not be able to be identified. It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The Visit is Not About:

- Inspection;
- Making judgements about the professional expertise of the teacher;
- Checking on your own children;
- Pursuing a personal agenda;
- Arriving with inflexible pre-conceived ideas;
- **Governors need to be mindful of confidentiality issues and will not discuss the monitoring activities outside the governing body.**

Governors are an important part of the Academy. It is important that governors remember to respect the professionals and the children, support the Head teacher and the staff, and acknowledge that they represent the LGB.

If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the LGB, which will contribute to school improvement.

Name of Academy: **Governor Visit Form**

NAME:	Date:
Link Governor Role:	Staff seen during visit:
Focus of previous visit (if applicable):	
Reason for visit (i.e. routine monitoring, specific focus):	
Links with School Development Plan:	
Preparation/background to visit (eg reading policy, discussion with HT/teacher)	
<p align="center">Information gathered during visit: taking into account SDP and Ofsted Framework: of intent, implementation, impact, behaviour & attitudes, personal development and leadership & management</p> <p>(e.g. What you saw, what you learned, would you would like clarified. How long the visit lasted)</p>	
General Observations re Safeguarding, H&S and Behaviour:	

Any key issues arising for the LGB:

(e.g. the way resources are allocated; the way the Academy communicates; progress in implementing a key policy)

Action following LGB meeting:

(record any action agreed by the LGB with regard to this visit e.g. training for governors)