

# **Barnabas Oley School**

## **Governor Visits Policy**

Version: 4.1

Reviewed: November 2017

Approved: J Hodges (Curriculum Chair)

Date: Nov 2017

## Revision History

<b>Version</b>	<b>Author</b>	<b>Summary</b>	<b>Review Date</b>	<b>Next Review</b>
0.1 draft	Jon Beech	Created based on discussion document of 17/5/00 and School Visits training material of November 2003	09/05/04	
1.0	Jon Beech	Revised following review by curriculum committee May 10 <sup>th</sup> 2004	11/05/04	
2.0	Curriculum committee	Revised following review by Curriculum committee May 2010	12/07/2010	
3.0	Curriculum committee	Revised following review by Curriculum committee November 2011	02/11/2011	Nov 2014
4.0	J Hodges & Curriculum Committee	Revised following review by Curriculum Committee January 2015	13/01/15	Nov 2017
4.1	Curriculum	Edits reflecting changes of flow chart	16/11/17	Nov 2020

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## 1 Introduction

- 1.1 The purpose of this policy is to define the contribution governor monitoring visits make to school self-evaluation.
- 1.2 The purpose of governor visits is to:
  - Know and understand the school well so that governing body decisions are well informed
  - Monitor the School Development Plan (SDP) targets (progress/impact)
  - See evidence of pupils' work
  - Understand the impact of Pupil Premium funding, if relevant
  - Observe our Visions and Values around the school
  - Discuss planning and policies with subject leader
  - Inform other governors.
- 1.3 The Curriculum Committee, with input and approval from the full governing body, will be responsible for planning and publishing a Governor Visit Schedule for the school year, once it is known which subjects each governor is linked to. The schedule takes into account any events that could coincide with a governor visit. For example, the governor's visit for science is likely to take place during the spring term when it's Science Week.
- 1.4 New governors should arrange with the head teacher a school visit, as part of their governor induction. This first visit helps governors to familiarise themselves with the school and staff.
- 1.5 All visits, other than new governor visits, will have a clear focus linked to the SDP and relevant policies. Governors may also visit the school and inform governors on other curriculum events such as school trips, class assemblies, parents' information evenings and special events.
- 1.6 Governors and staff should be aware that the visits do not replace professional inspections or the monitoring role of the head teacher, and governors should not voice any judgments about the effectiveness of any teaching or on children's work, that they may observe during the visit.

## 2 Before the Visit

- 2.1 Governors should consult the Governor Visit Schedule as to when their visit is due.
- 2.2 The SDP document informs governors as to what it to be monitored/observed and why.
- 2.3 Governors should review previous Governor Visit Reports which are available on the school website.
- 2.4 The actual date, timing and length of any particular visit shall be arranged in advance by the governor concerned with the subject leader involved in the visit.

### **3 During the Visit**

- 3.1 The governor should be on time for the visit and only cancel if absolutely necessary.
- 3.2 Visiting governors will observe the standard school rules for visitors, for example signing in and wearing the appropriate identity lanyard.
- 3.3 In the school the governor should:
  - Stick to the agreed focus of the visit
  - Establish with the subject leader what is expected from them, for example, should they take part in working with a group of children, should they talk to the teacher or teaching assistant during the lesson etc. (Helpful questions to support discussions with children are given at the end of this policy.)
  - Always observe confidentiality
  - Thank the pupils and staff at the end for their help with the visit.

### **4 After the Visit**

- 4.1 There will be an opportunity for the governor and subject leader to have a discussion and also to discuss what they intend to put into their report back to the governing body.
- 4.2 A short report should be prepared by governors, using the template on the school website. Supporting photos may be included in Governor Visit Reports but governors must not name the pupils photographed. N.B. Always check with the subject leader before taking photos of pupils. Photos may be taken of workbooks and work displays.
- 4.3 The report should:
  - Summarise the visit
  - Be mainly factual and relate to the SDP
  - Cover any points of discussion
- 4.4 When complete, the report should be sent to the subject leader for review and approval.
- 4.5 Once approved, the report should be forwarded to the Clerk in PDF format, and then be reviewed by the Curriculum Committee at their next meeting.
- 4.6 The Governor Visit Report should then be uploaded to the appropriate location on the school website.

## Appendices

## **A. Governor Visit Report Template**

The report will include the following information:

- Governor Name :
- Subject Leader :
- Subject :
- Date of Visit :

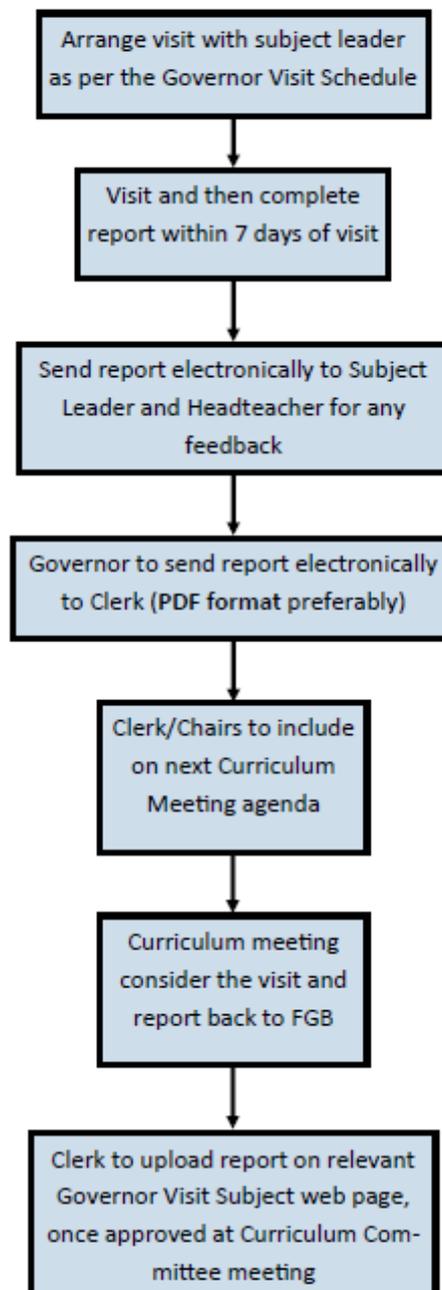
and proceed under the following headings

- Focus of Visit - including particular areas of SDP under review and/or any special circumstances, e.g. Science Week
- Summary of Visit
- Points Discussed
- Pupil Premium, if applicable
- Values Observed, including SMSC/Vision and Values)
- Other Comments (Future Developments)

N.B. The MS Word Template for the Governor Visit Reports is available on the school website.

## B. Governor Visit Flow Chart

### Governor Visit Flow Chart



Revised: November 2017

See also *Governor Visit Report Policy*



### **C. Suggested Questions for Visit if it Includes Discussion with Pupils**

Advice on what to ask pupils at a Governor Visit is available from **The Key**.

Questions will typically differ depending on the subject. See below for some examples:

- What are you learning about today?
- Do you like [subject]?
- Tell me what you most like doing in...?
- Is there anything you don't like doing in...?
- Do you know how you can improve/what is your next target?
- Do you receive feedback on your work?
- Does the work feel challenging/tricky/easy?
- Who helps you if you get stuck?