



Policy title: Governor visits policy

Date created: June 2022

Date ratified:

Next Review Date: June 2024

Signed:

1. Introduction

This policy aims to set and maintain standards of conduct that we expect all governors to follow when making visits to the school. Governors do not have an automatic right to enter Great Wilbraham C of E Primary (GWPS). When they do so, they are invited guests.

This policy sets out the procedure which all governors are expected to follow when visiting GWPS and how they are expected to report back on that visit to the governing board.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

This policy takes account of best practice and guidance from the [Governance Handbook](#) (section 3.4.2).

2. Quality of Education

2.1. Intent

Before a visit, Governors will:

- Notify the headteacher and the chair before scheduling a visit, even if the headteacher will not be involved in the visit. They should be made aware just as a matter of courtesy
- Schedule an appointment with relevant members of staff in order to avoid friction and ensure visits are scheduled for times that are mutually convenient. Generally, governor visits are more productive when conducted during a school day
- Be sensitive to the numerous demands staff have on their time
- Clarify the purpose of the visit in advance with the chair, the headteacher and/or relevant member of staff ahead of the visit
- Send questions in advance to the staff member so everyone can feel properly prepared
- Be familiar with the school's safeguarding policies and procedures

2.2. Implementation of Teaching and Learning

During a visit, Governors should know how to conduct themselves appropriately during visits in order to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent.

Governors will:

- Be punctual
- Always wear a visitor's badge
- Use the agreed recording method for the visit. Photographs and videos are to be avoided unless specifically agreed with the headteacher for a specific purpose
- Remain as observers; they are not there to pass judgement on staff or inspect them
- Ensure all parties are clear about why a governor wishes to enter a classroom, if they wish to do so
- Check with teachers before speaking to pupils
- Pass on any concerns the staff raise with the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Governors will not:

- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner than would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Raise concerns in the moment. Governors should note down any concerns they may have and raise them with the chair of governors or headteacher after the visit

2.3. Impact





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After a visit, Governors will complete a written report as soon as reasonably practicable using the form attached as Appendix A (monitoring visit). In completing the report, governors will ensure to:

- Use neutral language at all times
- Remain observational, and describe only what they see
- Focus closely on the agreed reasons for the visit, and its strategic role

Once complete, governors will submit their reports to the following people, in the following order:

- A more experienced governor for feedback - if they've been in place for less than one year
- The relevant staff member, both as a courtesy and to check for accuracy
- The headteacher, as a courtesy
- The chair of the governing board or the relevant committee, as agreed

3. Behaviour and Attitudes

Governors may discuss and feedback to Full Governing Body (FGB) upon attitudes to learning, positive and respectful culture or how colleagues are supported.

4. Personal development

Governors may discuss and feedback to FGB upon extended curriculum and wider outcomes, the impact of Social, Moral, Spiritual, Cultural (SMSC) and Christian ethos and British values

5. Leadership and management

5.1. Roles and responsibilities

Governing Body will

- Observe whether the school is properly implementing school policies, and actions from the school improvement plan
- Observe how those procedures are working in practice
- Have the opportunity to gather the views of pupils and staff
- Will not assess the quality of teaching and learning in the classroom
- Will not manage the school or interfere in the day-to-day operations of the school
- For those governors who wish to spend time in a classroom, they will make it clear about their purpose in doing so.

Leadership will

- Facilitate the visits
- Organise release time if appropriate
- Support staff in the visits if appropriate

Staff will

- Liaise with the governors
- Be prepared
- Discuss with leadership any issues arising

Governors will carry out regular school visits in order to meet the board's statutory obligation to monitor the school's effectiveness. These **Formal monitoring visits**, take place where governors discuss the progress of the school in a particular area with the relevant staff member. As part of these visits, **learning walks** may take place, where governors will go around the school with the relevant staff member to get a feel for a particular area and are likely to talk to a range of staff members and pupils. Governors will carry out school visits outlined in the 'Governor Monitoring Visits Schedule' document.

5.1.1. Governors for health and safety, special educational needs, and safeguarding

These governors will attend:





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- A termly 1:1 monitoring visits with corresponding staff leads
- Ad hoc meetings as required or requested on issues specific to their areas of responsibility

5.1.2. Subject lead governors

Subject lead governors will attend:

- An annual 1:1 monitoring visits with corresponding staff leads
- Ad hoc meetings as required or requested on issues specific to their areas of responsibility

5.1.3. All governors

All governors will:

- Carry out at least 1 monitoring visit a year
- Attend at least 1 school assembly in the year
- Attend at least 1 educational visit in the year

5.2. Inclusion and equal opportunities

Whilst there is a specific SEND governor monitoring visit, SEND and how the school supports pupils with different needs may be commented upon during a visit to monitor our whole school philosophy on the equality of access and opportunity. Governors can question leaders upon curriculum planning, teaching and learning and the behaviour strategies which take into account pupil's age, aptitude, gender, ethnicity and special educational needs.

5.3. Safeguarding

The safety of children is paramount in all situations. No Governor will be left alone with a child during these visits and best practice is to ensure they have a DBS before coming on site. Should any safeguarding issues arise then the designated Safeguarding lead will take over.

5.4. Health and safety

At all times a safe and healthy environment is maintained. Governors are free to comment upon resources and upkeep of the building, reporting to the Headteacher, School Business manager or FGB. Risk assessments are undertaken to ensure there is a safe working environment. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.5. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on governor monitoring visits.

6. **Links to other policies**

- 6.1. Governor monitoring visit report template
- 6.2. Governor monitoring visit schedule

7. **Appendices**

- 7.1. Governor monitoring visit report template





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Appendix 1: Template report for a monitoring visit

Name of governor:		Name of staff:	
Agreed focus:			
Relevant school priority:			
Read 'Governor visit guidance' Governor guidance note 10 before visit – see portal			
Questions to ask			
Based upon data, RAP, policy, SDP, prior visit. Send to staff in advance if possible			
What did we hear from interviews?			
When we talked to children Pupil interview questions			
When we talked to staff Data, Interview questions, Assessment, RAP, Policy, Intent			
What did we see on our learning walk?			
On displays and in classroom organisation In books In classroom management/behaviour			
What did we learn and what will we do next?			
Strengths		Areas to develop	

Shared with:

Date of sharing:

Signatures:





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General questions		
Describe the learning environment	How are all abilities challenged?	How are children inspired and motivated?
How are pupils learning?	Have pupils made progress?	How are pupils reflective & conscientious?
Is subject knowledge good?	How are new strategies being used?	How do books show high standards?
How are time and resources used?	How are pupils engaged?	How do teachers reflect upon practice?
How is work differentiated?	How are needs adapted for?	What questions did you hear?
How is assessment used?	How does data impact on learning?	What does feedback and marking impact standards?
Are there clear rules and routines?	How is pupil behaviour?	What is the teacher/class relationship like?
How is the ethos promoted?	How are pupils supported?	How are parents informed?
Pupil Questions	Staff Questions	
What do you find easy in this subject?	What does the data tell us across the school?	What does the subject policy look like – are there any changes needed?
What do you find hard in this subject?	What are the priorities emerging from the data?	How is xxxx (subject specific e.g. phonics) taught specifically?
What have you been proud of in this subject?	Can you describe provision and practice in this subject?	What do book scrutiny and lesson observations tell you about the subject?
How does your teacher help you?	What does progression throughout the school look like?	What are your priorities for improvement this year?
Tell me what helps you in the classroom to learn?	What does class teacher planning look like?	How will you know progress is being made, how will you monitor?
How do you know what your next steps are in learning?	How do you evidence progress?	How will you make sure the linked governor is involved in developments and progress?
General advice		
Agreed focus: agree in advance and avoid distracted by other issues	Relevant school priority may be taken from the SDP, school vision or subject RAP	Questions to ask should be sent in advance if possible.
Questions should be open ended i.e. 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'	You are not there to pass judgement on staff, you are an observer	Use neutral language to write the report and do not name individual teachers or pupils
Impact needs specific evidence	If no impact then reasons why and future steps should be mentioned	Any general issues such as resources, equipment or vision can be commented upon.

