



Protocol for a Governor Visit Policy

AUTHOR:-

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DATE ADOPTED:-

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DATE TO BE REVIEWED:-

March 2018



2 visits per year minimum

Protocol for a Governor visit

Purpose

The Governors have a responsibility to improve the outcomes, and safeguard the wellbeing of children and young people at Ickburgh School, to jointly agree a strategic plan, to monitor and evaluate progress and outcomes, to provide effective challenge to the headteacher and senior leaders, and to support work of the school.

Governor visits play an important role in the school's annual monitoring programme.

Aim

Each Governor is encouraged to make at least two visits a year during school time, monitoring an aspect of the school development plan.

Visits

- To observe the school vision at work
- To observe how pupils learn and are encouraged and challenged
- To be aware of the different approaches to teaching and personalised learning
- To observe how pupils manage themselves, make choices, play a role in the school and wider community.
- To understand how pupils engage in the spiritual, moral, social and cultural aspects of school life
- To gain first-hand information to assist in policy making and decision taking
- To work in partnership with the staff

Before making a visit Governors should

- Agree date of visit and focus (see appendix one) with the Headteacher or senior leader, in the first week of each half term
- Clarify the expectations of the visit
- Plan which classes will be visited
- School lead person ensure that all staff are aware of the visit and the expectations on them

On the day of the school visit

- Arrive on time and sign in at reception
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, support but not interfere
- Have due regard for safeguarding and pupils wellbeing
- Have due regard to the schools rules and routines
- Keep to the schedule and timeframe
- Thank relevant school staff and if appropriate pupils / students
- Report back to reception.



After the visit the Governor can

- Meet with the member of the senior leadership team, give a verbal report and raise any issues that arose
- The Governor will write the Record of the school visit (Appendix Two) using the standard format, and send to the senior leader and distribute to the Governing Body.

Points to note

It is important to remember that school visits are a snap shot in time

The visit is not about:

- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible preconceived ideas.

The visit is about

- Being open, curious and inquisitive
- Fostering a positive relationship with staff
- Thinking about impact on learning rather than a preferred learning style
- Thinking about impact of policies and procedures on the day to day life of the school
- Enquiry about the checks and balances of school processes.



Appendix ONE

Each Governor is encouraged to identify a particular area of responsibility or interest for the focus of their visit, which may link to one of the following:

1. School Development Plan
 - a. How are school improvement strategies developing, and what is their impact?
2. Safeguarding
 - a. Do we keep children safe and healthy?
3. Quality of teaching, learning and assessment
 - a. How are pupils and standards being raised?
 - b. Does the curriculum provide for and stretch all children and young people?
 - c. Are internal assessments accurately assessed?
4. Personal Development, Behaviour and Welfare
 - a. Do we promote good behaviour and enhance learning?
5. Effectiveness of early years provision
 - a. How are we identifying children's starting points and ensure that children make progress in their learning through effective planning, observation and assessment
 - b. How are we working in partnership with parents, carers and others?
6. Effectiveness of 16 to 19 study programmes
 - a. How are we preparing students for adulthood and their transition?
7. Effectiveness of Leadership and Management
 - a. Do we have a clear vision and strategy for the school?
 - b. Know the schools values are they evident in school practice?
8. Effectiveness and impact on pupils' spiritual moral social and cultural development
 - a. How do we encourage children and young people to take responsibility, show initiative, and have respect for each other?
 - b. How do we promote British Values?
9. Extent to which education meets the special needs of the pupils.
 - a. Are we making the best use of pupil premium
10. Premises - Health and Safety
 - a. Are the buildings and other assets in good condition and are they well used?

**Appendix Two****Ickburgh Governor Visit Report**

Name:	Date:
Focus of visit	Classes/staff visited
Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc.	
What have I learned as a result of my visit?	Positive comments about the visit (What went well – WWW)



Aspects I would like clarified/questions that I have:

Even Better if (EBI)

Ideas for future visits:

Any other comments:

Signature _____
(Governor)

Signature _____
(Senior Leadership Team/Lead Person)

- Meet with the member of the senior leadership team, give a verbal report and raise any issues that arose
- Safeguarding concerns **MUST** be reported to the Safeguarding Lead - Deborah Moppett