



Governor Visit Policy Model

Governing boards have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff;
3. Overseeing the financial performance of the school and making sure its money is well spent.

Governors, trustees and local governing committee members draw on a range of evidence in order to carry out these functions and one source of information is their own visits to their school.

This protocol applies to school visits made for the purpose of governance and not to visits to the school site that individual may make in other capacities e.g. as parents or members of staff.

Purpose:

All school visits will:

1. Have a clear focus, linked to strategic priorities, which is agreed by the full governing board
2. Be arranged with adequate notice through the headteacher/deputy headteacher and agreed with the relevant members of staff
3. Be of value to the governing board which is demonstrable to outside agencies e.g. Ofsted or the LA

It is not the role of those governing to form judgements about the performance of school staff during visits and individuals will make every effort to avoid this impression.

Conduct:

Those governing will comply with the school and governing board's codes of conduct and the standards of presentation expected of staff. They will be mindful that they are representing the whole governing board through their words and actions. Governors are expected to adhere to the smart dress code and wear their lanyards at all times when on the school site.

Follow-up:

Those governing will have the opportunity to discuss the visit, including any concerns, with the headteacher immediately or soon after the visit.

Report:

The 'Governor Visit Report' and supporting notes are located at the end of this policy. The notes give clear focused questions which are there to support and guide, do not feel that every question needs to be answered. A report needs to be completed after each visit. A draft will be shared with the headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting (this may be the full governing board or a committee, as appropriate).

Confidentiality should be adhered to regarding visits. Comments should be limited to the headteacher or the senior or middle leader with whom the visit was arranged but not with other staff or parents. Individual children or staff members (other than the member of staff involved with the visit) should not be identified in school visit reports.



Governor Subject Visit Report and Supporting Notes

Governor Name:	
Subject:	
Subject Lead:	
Date of Visit:	
Focus of Visit:	

Governors need “to know that the information that they are receiving about the educational performance of children and young people is accurate, to challenge appropriately where necessary and to hold leaders to account for improving outcomes for all people.”

Part 1: Discussion around the subject

Key Questions:	
What are the main priorities this year in the development of your subject?	
How do your priorities link into the whole school development plan?	
How are children making progress in the subject? How do you know?	
What monitoring have you done and what is this telling you?	
How are you addressing any development needs?	
How do you assess the children in order to monitor and measure pupil progress?	
Do you need any resources? How are you managing your budget?	
What educational trips (or visits) are happening to promote your subject in school?	



Part 2 – Watching the subject being taught and how the children learn

(Things to look out for on a learning walk or in a lesson observation, including an opportunity to talk to the children as learners.) NB: All classes have Classroom Information sheets that are available on request. These are strictly confidential but would be very useful during a Learning Walk or observation.

Can the children tell you what they are 'understanding to do better' in the lesson? Can you see what the objective or task is on board?	
Is there a natural "buzz" in the lesson that shows the children are excited to learn?	
How are the less able being (SEND and PP children) supported? e.g. PTP focused support, on table resources, differentiated task etc. How the more able being enriched?	
Is there evidence of their work on the walls or in books? Can they talk about what they've learnt previously?	
Are the children able to talk about how well they think they are doing in the subject?	

Part 3: Summary of visit

Summary of activities undertaken <i>e.g. observing classes, talking to staff and pupils, looking at resources, termly leader – governor discussion, attending trip or event.</i>	
What I have learned as a result of my visit? <i>Strengths of the subject Initiatives in place/impact</i>	
Aspects I would like clarified? <i>Any questions you have?</i>	
Ideas for future visits? <i>What do you feel is the next step?</i>	
Signed: <i>(Governor)</i>	Signed: <i>(Teacher/ Leader)</i>