

Burnt Tree Primary School



Governor Visit Policy

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Last updated January 2017

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Statement of intent

“Through pre-arranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice.” – DfE (2015) ‘Governance handbook’

Through this policy, **Burnt Tree Primary school** aims to embed effective procedures concerning governor monitoring visits. Each governor is expected to make at least **one** visit per term, demonstrating the governing body’s role in the strategic management of the school by helping to evaluate and improve practice.

Governor visits inform understanding, allow opportunities to speak to pupils and teachers, enable the identification of resource needs, and allow governors to see the School Development Plan in action.

For teaching staff: governor visits allow teaching staff the chance to find out more about governors; provide an opportunity to draw attention to issues or questions they wish to raise; and provide opportunity to reflect upon and discuss current practice.

Governors must:

- Remember to respect school staff and pupils.
- Support the headteacher.
- Acknowledge that they represent the full governing body.

By following the agreed principles and procedures, governor visits will be an enjoyable experience for all involved, and will significantly contribute towards school improvement.

1. Legal framework

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Governance handbook'
- DfE (2014) 'The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013'

2. Roles and responsibilities

2.1. **Governors** are responsible for:

- Meeting their target of **one** visit per term.
- Understanding the needs of staff members through discussions with at least **one** staff member per academic year.
- Reporting their observations to the full governing body.

2.2. The **headteacher** is responsible for:

- Facilitating governor visits.
- Discussing completed visits with governors, prior to a report being made to the full governing body.

2.3. A number of governors are linked to particular subjects. These links are as follows:

English	Shelia Reid-Simms
Maths	Claire Brown
EYFS	Suki Mann
Special educational needs and disabilities (SEND)	Angela Braham
Science & Thematic curriculum	Muhammad Loan
EAL	Abdul Qayyum
Pupil Voice & British Values/SMSC	Harvinder Kumar
Safeguarding & Behaviour	Joyce Bitchenor
Health & Safety	Harmohan Sood
Pupil Premium /Sports Grant Funding	Lamin Jassey
Attendance & Community	Fr Martin Ennis

3. Visiting schedule

- 3.1. The schedule of visits will be shared with Governors on a half-termly basis. Dates and details of each visit will be provided by the Head Teacher. Governors will have the option to choose which visits they wish to attend.

4. Etiquette

- 4.1. Governor visits are **not** a form of inspection, and governors should not make judgements concerning teaching in any official capacity.
- 4.2. Governors should avoid visiting classrooms where their own children are present.
- 4.3. Governors should avoid the pursuance of personal agendas.
- 4.4. Governors must remain flexible and understand that teaching staff must make pupils' education the priority, and that this may sometimes lead to the rearranging of visits.
- 4.5. Governors must never visit unannounced.
- 4.6. Visits are not an opportunity for governors to check on individual children or monopolise teachers' time.

5. Preparing for a visit

- 5.1. Before a visit, governors will:
 - Arrange the visit within good time.
 - Agree the purpose of the visit.
 - Discuss the context of the lesson to be observed.
 - Agree their role within the lesson.

6. During a visit

- 6.1. During a visit, governors will:
 - Adhere to their agreed role.
 - Not ask questions during the lesson.
 - Adhere to confidentiality agreements.
 - Adhere to the agreed times and purpose.
 - Be sensitive to the needs of the pupils.

6.2. During a visit, governors will not:

- Assume a role different to that which has been agreed.
- Interrupt the teacher.
- Distract pupils.

7. After a visit

7.1. After a visit, governors will:

- Thank the teacher and pupils.
- Discuss the visit with the teacher at the teacher's convenience.
- Provide feedback regarding the visit to the full governing body.

7.2. After a visit, governors will not:

- Leave without acknowledging the teacher and pupils.
- Break confidentiality agreements.

8. Providing feedback

8.1. A time should be agreed between the governor and teacher, at the teacher's convenience, to discuss the observed lesson.

8.2. During the discussion, governors should adhere to the following framework:

- Ask the teacher for their views on the lesson
- Present your observations
- Provide positive feedback
- Raise any issues
- Ask further questions
- Thank the teacher for the opportunity

8.3. By the end of the discussion, both the governor and teacher should be clear as to what information will be shared with the headteacher and full governing body.

8.4. The [Governor Visit Proforma](#) should be completed as soon as possible after the visit.

8.5. The headteacher and governor should discuss the observation prior to the distribution of the proforma.

8.6. A copy of the completed proforma should be provided to:

- The headteacher
- The subject leader
- The teacher concerned
- The clerk to governors

8.7. A copy of the report should be circulated at the next appropriate committee/governing body meeting.

9. Monitoring and review

9.1. This policy will be reviewed **annually** by the **headteacher** and the **chair of the governing body**.

9.2. When reviewing the success of the policy, the headteacher and chair of the governing body will take the following into consideration:

- Has every governor visited at least **once** during each term?
- Has every governor made links with their allocated subject/class?
- Has every governor met with the subject leader they are linked to?
- Are visits achieving the desired outcomes?
- What worked well?
- What did not work well?
- Have there been any unexpected benefits?
- How can practice be improved?

9.3. Any changes made to the policy will be communicated to all governors.

9.4. All governors are required to familiarise themselves with this policy as part of their induction programme.



Appendix a) Governor Visit Proforma

Burnt Tree Primary School Governor Report

Name:

Date:

What did I do?

What did I find out?

What would I like to do next?

