

Governor Visit Guidance

Covid 19

It is imperative that Governors are able to carry out their roles in school even through the COVID 19 pandemic restrictions. In order for them to do so effectively, the Governor Visit Guidance has been amended. The amended guidance will be under regular review, as the advice and regulation from the DfE is issued.

A governor may visit the school (either as an individual governor, or as part of the planned Governor Visit days):-

- by prior arrangement with the Headteacher
- and, for individual visits, at a time which avoids pupil start and finish times, to minimise contact

The Governor must ensure that:-

- they are not self-isolating
- they must be well, with no COVID symptoms, on arrival at school
- they are contactable, should the school need to track and trace visitors to school

If the Headteacher believes the Governor to be unwell, the visit/meeting will be re-arranged for another time

For Autumn term visits, the following adaptations are in place:-

COVID-19 Governor Visit Days

Governors will sanitise hands, when arriving at school.

Governors will regularly wash hands during the day

Governors will be based, socially distanced, in the Main Hall.

Governors will observe classroom activities from the doorway

Governors must maintain a 2m gap between themselves and others

Governors will meet with children and staff virtually during the day, where applicable ie safeguarding council, explicit pupil groups, which will have safeguarding protocols in place.

All equipment, e.g. pens and paper will be provided.

Tea/coffee will be available for Governors in the Main Hall.

Governors will use the toilets to the left of the Headteacher's office.

Governors will bring their own lunch.



GOVERNOR MONITORING VISITS POLICY

Context

Outstanding governance enables pupils and staff to excel, supports positive behaviour for learning, sets high expectations for all, supports excellent (or rapidly improving) outcomes for all, especially disadvantaged pupils and ensures value for money from financial resources.

Governors have a deep, accurate understanding of the school's effectiveness informed by pupils, parents and staff.

As result, one of the key roles and responsibilities for the Local Advisory Committee (LAC) is to monitor the progress and performance of the school by undertaking visits which demonstrate the governors' role in the strategic management of the school. Thus helping to hold the school to account and evaluate its progress. The governors visiting programme is an integral part of the school's yearly monitoring calendar.

At the annual business planning meeting, governor visits are planned for each academic year. Visits focus on an aspect of the School Development Plan and/or one of the governors' statutory duties. Each governor is encouraged to make at least one visit a year during school time and governors will often monitor an area of the School Development Plan in pairs in accordance with the agreed timetable.

Visits enable governors to:-

- See the school at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first-hand information to assist with policy making and decision taking
- Work in partnership with the staff

At Greenway Academy, the LAC agree an annual plan of visits at the business meeting in September, clearly linked to the School's Improvement Plan (See Appendix 1).

Each term, a governor visit day is arranged with explicit foci for the day. All governors are expected to attend at least one of the three visit days in the academic year (See Appendix 2).

Every governor is expected to complete Reflection Form for the visit, which will be published to all staff in a summary of the day.

The Chair and Headteacher will prepare a summary document for the day to be shared with governors and staff.

On the day of the visit the governor will remember to:-

- Arrive on time and clarify the timetable with the SLT
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit

After the visit the governor will:-

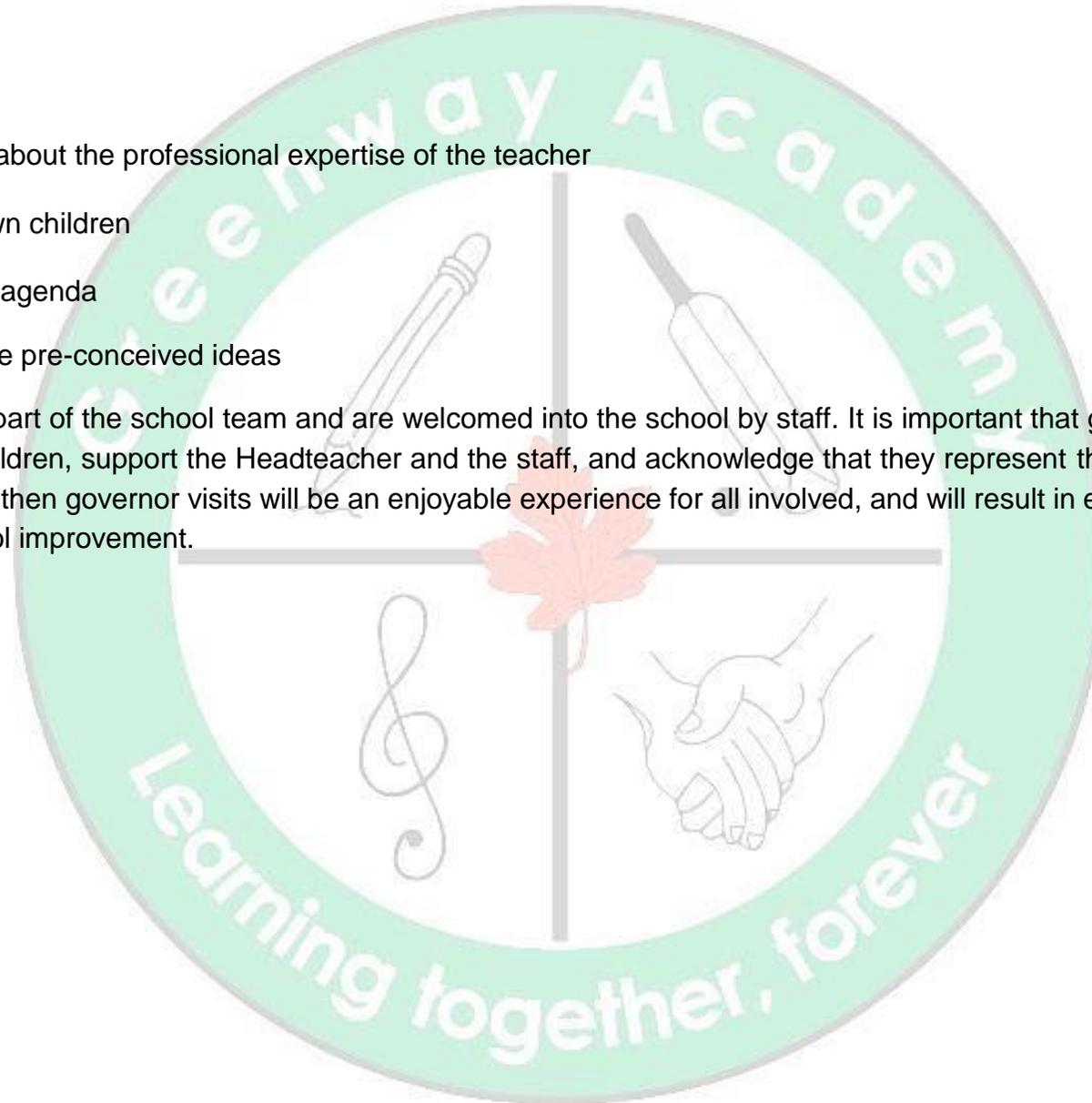
- Remember to thank the teachers and children
- Meet with the Headteacher to give a verbal report, and to raise any issues that arose
- Complete the Reflection Form, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form within a summary document, will be circulated to the LAC and staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

The visit is not about:-

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

Governors are an important part of the school team and are welcomed into the school by staff. It is important that governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the LAC. If the agreed principles and procedures are followed then governor visits will be an enjoyable experience for all involved, and will result in effective monitoring by the LAC, which will contribute to school improvement.



Guidelines for Governors Advice on conducting classroom visits Rationale (see Covid-19 restrictions)

The LAC at Greenway Academy has a responsibility to keep in touch with what is happening in the classroom. Although their role is strategic, it is important that they have some understanding of the practicalities of the job. Meeting children, talking to staff and seeing lessons underway will help members of the LAC to understand some of the issues they are required to discuss and make decisions about with greater clarity.

Objectives

The LAC should aim to:

- Inform their decision-making by having undertaken at least one governor visit day during the year.
- Be aware of the feelings of members of staff and the issues they face
- Read and keep up-to-date with school newsletters and other documents that are set out.

Roles and Responsibilities

Some governors have explicit roles such as Safeguarding and Pupil Premium.

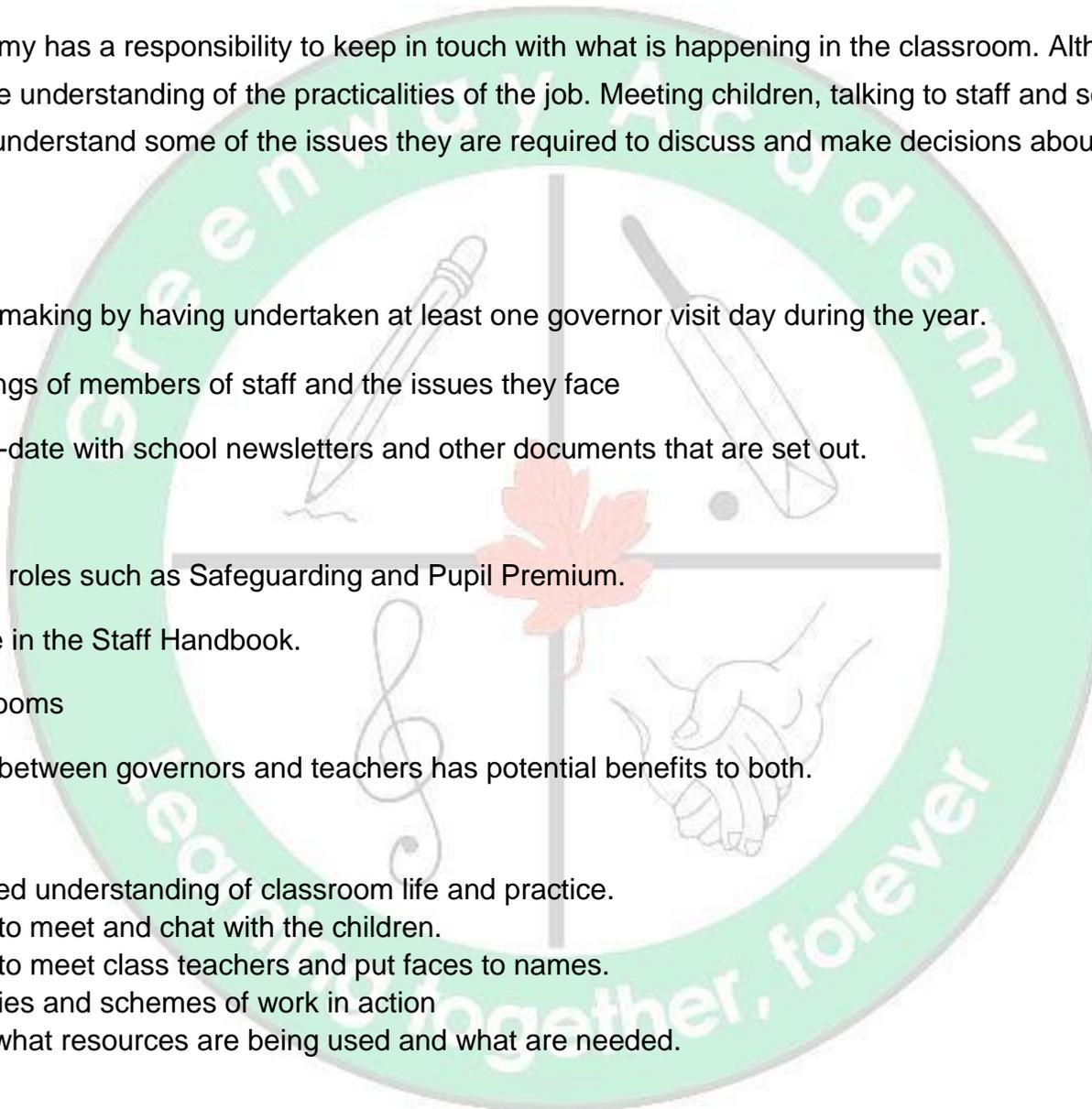
A list of governors is available in the Staff Handbook.

The benefits of visiting classrooms

- Closer links between governors and teachers has potential benefits to both.

For governors these include:-

- More informed understanding of classroom life and practice.
- Opportunity to meet and chat with the children.
- Opportunity to meet class teachers and put faces to names.
- Seeing policies and schemes of work in action
- Finding out what resources are being used and what are needed.



For teachers these include:-

- Opportunity to find out more about the role of the governor.
- Having chance to illustrate the theory and policy in practice.
- Opportunity to draw attention to any issues or questions they wish to raise.
- Opportunity to reflect upon practice through discussion.

What to Avoid

It is important for all parties to note that governors' visits are not a form of inspection and do not involve governors making a judgement about teaching in any official capacity. That remains the responsibility of the Headteacher and other education professionals.

It might be wise for governors to avoid visiting classrooms where their own children are present as this can cause discomfort for everyone. They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct as it is outlined here.

Please remember that members of staff are very busy people whose first priority must be the children. There may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and flexible in your expectations. No two days are ever the same.

Keep an open mind about what you see. Education and classrooms have changed a great deal since you were at school and practice is very different. Don't expect to see the formal type of lesson you might remember from your own childhood. By all means ask questions (preferably at the end of the lesson) but be sensitive to the extra demands of differentiation and inclusion that teachers now face.



	Always	Never
Before	<ul style="list-style-type: none"> • Arrange details of visit. • Agree purpose of visit • Discuss the context of the lesson to be observed. □ Agree role within the lesson	<ul style="list-style-type: none"> • Turn up unannounced
During	<ul style="list-style-type: none"> • Keep to the role agreed • Keep questions for the class teacher until after the visit is over • Please remember confidentiality • Stick to the times and purpose agreed • Be sensitive to the mood in the classroom and the expectations of the children. 	<ul style="list-style-type: none"> • Assume a different role • Walk in with a clipboard • Interrupt the teacher • Distract the pupils from their task
After	<ul style="list-style-type: none"> • Thank the teacher and the pupils • Discuss the visit with the teacher at their convenience • Feedback to the governing body 	<ul style="list-style-type: none"> • Leave without acknowledgement • Break rules of confidentiality

Policy Review

The policy should be reviewed every two years. The key questions should be:

- Has every governor visited at least one governor visit day during the year?
- Are our visits achieving the potential benefits identified in this policy?
- Have there been any unexpected benefits?
- How can we make policy and practice even better?

This policy to be reviewed in September 2020

Ratified by the LAC:

Appendix 1: Annual Planner

Annual Planner	Autumn	Dates	Spring	Dates	Summer	Dates
Formal Meetings	LAC	24.09.20 7 pm 05.11.20 7 pm 10.12.20 7 pm	LAC Pupil behaviour, safeguarding and well-being	14.01.21 7 pm 18.03.20 7pm	LAC Pupil outcomes	29.04.21 7 pm 08.07.21 7 pm
Formal Visits	Outcomes Well-being (Transition) Policy Impact Review Pupil Voice Staff Voice Parent Voice	19.11.20 9 am – 3:30 pm	Outcomes Well Being (Personal Development) Policy Impact Review Pupil Voice Staff Voice Parent Voice	04.02.21 9 am – 3:30 pm	Outcomes Well Being (SEMH) Policy Impact Review Pupil Voice Staff Voice Parent Voice	10.06.21 9 am – 3:30 pm
Informal	Years 3&4 productions		Year 5 Production		Sport Day Lower School Graduation Upper School Graduation Year 6 Production	Dates TBC
Curriculum Activities (subject to COVID rules)			Parent Assemblies Topic Celebrations	Dates TBC	Parent Assemblies Topic Celebrations	Dates TBC
PTA Events (subject to COVID rules)					Summer Fayre	TBC

Appendix 2: Termly Planner (See COVID adaptations)

Autumn Day Planner	Focus	Location	Outcomes
Breakfast Meeting	Plan for the day Ground Rules Reflections Form	Staffroom	Each governor will have:- <ul style="list-style-type: none"> • plan for the day • agreed visit ground rules
Learning Walk	Behaviour for Learning Core Values Transition Attitudes	Lower School	Each governor will complete:- Reflection form
Assembly	SMSC British values RE	Upper School/Lower School	Each governor will complete:- Reflection form
Playtime	Behaviour	Lower School/Upper School	Each governor will complete: Reflection form
Learning Walk	Behaviour for Learning Core Values Transition Attitudes	Upper School	Each governor will complete: Reflection form
Lunch Review	Learning Walk Reflections	Library	Summary of reflections Questions for the SLT
Pupil Community	School Council Pupil Premium	Library Head's Office	Each governor will complete: Reflection form
Learning over Time	Guided Reading	Staffroom	Each governor will complete: Reflection form



Spring Day Planner	Focus	Location	Outcomes
Breakfast Meeting	Plan for the day Ground Rules Reflections Form	Staffroom	Each governor will have:- <ul style="list-style-type: none"> • plan for the day • agreed visit ground rules
Learning Walk	Pupil Wellbeing & Safety Learning Environment	Lower School	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form
Assembly	SMSC British values RE	Upper School/Lower School	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form
Playtime	Behaviour	Lower School/Upper School	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form
Learning Walk	Pupil Wellbeing & Safety Learning Environment	Upper School	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form
Lunch Review	Learning Walk Reflections	Library	Summary of reflections Questions for the SLT
Pupil Community	Eco Council SEN	Library Head's Office	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form
Learning over Time	Writing SPAG	Staffroom	Each governor will complete:- <ul style="list-style-type: none"> <input type="checkbox"/> Reflection form



Summer Day Planner	Focus	Location	Outcomes
Breakfast Meeting	Plan for the day Ground Rules Reflections Form	Staffroom	Each governor will have:- <ul style="list-style-type: none"> • plan for the day • agreed visit ground rules <input type="checkbox"/>
Learning Walk	Pupil Outcomes Creative Curriculum	Lower School	Each governor will complete:- <input type="checkbox"/> Reflection form
Assembly	SMSC British values RE	Upper School/Lower School	Each governor will complete:- <input type="checkbox"/> Reflection form
Playtime	Behaviour	Lower School/Upper School	Each governor will complete:- <input type="checkbox"/> Reflection form
Learning Walk	Pupil Outcomes Creative Curriculum	Upper School	Each governor will complete:- <input type="checkbox"/> Reflection form
Lunch Review	Learning Walk Reflections	Library	Summary of reflections Questions for the SLT
Pupil Community	Sports Leaders Enrichment	Library Head's Office	Each governor will complete:- <input type="checkbox"/> Reflection form
Learning over Time	Mathematics	Staffroom	Each governor will complete:- <input type="checkbox"/> Reflection form



Appendix 3: Reflection Form (Autumn)

Governor		Date	
Session			
What I have learned as result of my visit:-			
COVID-19 Reflections			
Aspects I would like clarified / questions I have:			
So what?			

