



**St Edward's
School**

Unity - Achievement - Faith

Governor Monitoring Visit Policy

**Reviewed and Approved by the Teaching, Learning, Assessment and
Curriculums Committee**

On: 19th June 2024

Reviewed and Ratified at the St Edward's FGB

On: 11th July 2024

Next Review date: Summer 2027

SLT is responsible for oversight of this policy's implementation

Mission Statement

MAY WE BE ONE

In purpose – educating for life in all its fullness

In faith – encountering God who lives among us, calling us to unity

In dignity – nurturing confidence and maturity

In community – striving together for justice, love and peace

Governors collaborate with the senior leadership team in building the full realisation of the Mission Statement. In leading the school under their care it is Governors who are the prime enablers of the call to unity of purpose, faith, dignity and community; as they form the policies that will shape the growth of the school, and hold leader to account for standards and progress.

Through visits to the school, Governors reflect their collaboration at the heart of forming St. Edward's school as a centre of excellence; monitoring the quality of education and pastoral provision, encouraging the community in celebrating successes, and upholding the dignity of the staff and students that they encounter.

Introduction

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held accountable for their own school's performance.

OFSTED requires governors to know the strengths and weaknesses of their school. One of the best and most effective ways in which governors can get to know more about the school is to visit during the school day – see it at work, talk to staff and students and find out what happens in school and the classrooms on a day to day basis. Through prearranged visits that have a clear focus, governors can see whether the school is implementing the policies and improvement plans that they have directed, and how they work in practice.

Visits can also help develop relationships with staff, allow the opportunity to talk to students and share in their success, as well as providing support when necessary, and showing that the Governing Body is taking its responsibilities seriously.

Responsibilities

Monitoring visits will be used to:-

- Develop knowledge of the ethos of St Edward's and awareness of the work of the school, especially related to the School Development Plan.
- Monitor aspects of the school including vision and values in action.
- Acquire knowledge to enable effective and appropriate challenge.
- Assist the whole governing body to fulfill its statutory role.
- Contribute effectively to school self-evaluation.
- Improve understanding of the needs of St Edward's and the priorities for future school development.
- Support and celebrate the school's successes.
- Improve links with staff, students, parents and the wider community.

Visits will not be used to:

- Assess the quality or method of teaching or extent of learning.

- Interfere in the day-to-day running of the school.
- Pursue a personal agenda.

Protocol

- Governors will work in sub-groups representing the committee on which they serve. In practice this will be PDBA, TLAC, Business and Premises, or Ethos. It is important to be prepared, organised and punctual and respect confidentiality.
- Governors will provide informal feedback to an SLT representative at the end of the visit, and will submit a written report.
- Each visit will include time to meet directly with the Headteacher or Deputy Headteacher to reflect on strengths and areas for development.
- Governors will complete the feedback form within 7 days of the visit. Once completed this should be sent to the Clerk, and Executive Headteacher's PA. It is important that this process is followed before it is shared with any other governors. The Clerk will circulate it to all governors and place a copy on the central file.
- Any action points will be reported to the FGB when necessary
- Governors and staff will respect confidentiality arising from any aspect of the visit.

Focus and aims of visits:

Teaching, Learning, Assessment and Curriculum Committee:

- Meet with key staff including subject leaders
- Visit lessons
- Talk to students about their experience of learning
- Work scrutiny
- Look at the curriculum and its impact on learners

Personal Development, Behaviour and Attitudes Committee:

- Meet key staff including Directors of Learning
- Visit an assembly/Collective Worship
- Look at tutor programme material
- Talk to students about behaviour and attitudes to learning and school
- Observe behaviour in class and at break times
- Visit EDEN centre and Inclusion base
- Monitor student safety and well being

Business and Premises Committee:

- Visits by members of their committee will be in addition to the regular meetings held between the Chair and School Business Manager on finance and the termly Health and Safety checks.

These are by no means exhaustive and each visit will be specifically tailored to meet its purpose. Governors with a particular responsibility/ link/theme are expected to focus on these specific areas during visits.

Each academic year a schedule of visits will be drawn up based on governors undertaking half termly visits. Formal visits should take approximately 2 hours.

Example of visit schedule:

8.30am – Observe tutor time/Collective Worship

Period 1 - Meet key people related to the aims of the visit

Break time – Observe behaviour/talk to students

Period 2 – Carry out key aims of visit – lesson visits or visits to key pastoral areas

11-11.30am – Evaluation and feedback with HT or DHT

Monitoring and Evaluation of Policy

The Policy will be reviewed every 3 years to reflect on the purpose and effectiveness of visits in enabling the Governing Body to discharge its responsibilities effectively.

Appendices

Appendix 1 -Guidelines for visits

Appendix 2 - Guidelines for classroom visits

Appendix 3 – Formal Visit Report

Guidelines for Visits:

Before your visit:

- Be familiar with the SDP priorities, especially related to the focus of your visit.
- Be aware that all staff have a full workload, so keep discussions brief and focused to maximise the time available.
- Consider the practicalities of your visit:
 - Where will you park (where possible a car park space will be reserved)
 - What is the dress code
 - Who should you report to
 - Any Health and Safety considerations

The visit itself:

- You should sign-in.
- Please wear your governor lanyard when in school.
- Arrive in good time for the visit and be prepared that some plans may have had to change due to the nature of school life!
- Ensure the visit/discussion sticks to the agreed priorities. Remember the dual role of governors to support and challenge when asking questions.

Visit reports:

- Visit reports should be completed within 7 days of the visit and forwarded to the Clerk and Headteacher.
- Provide a brief overview of the visit and the link to the SDP
- Note key questions asked by the governor and the responses received
- Share some strengths and positives from the visit
- Highlight any area that it is agreed that needs to be followed up further

If you see something which concerns you, or a member of staff raises an issue, bring it to the attention of the Headteacher and/or the Chair of Governors. Do not be tempted to deal with it alone.

Informal Visits

As well as the formal monitoring visits to school all governors are encouraged to visit St Edward's informally by arrangement during the school year e.g. Collective Worship, INSET days, school performances, Christmas Fayres, services.

Governors should receive school newsletters and other key information on the school such as notice of events and governors are welcome to attend these. Special invitations may also be sent out on occasions e.g. for Leavers' Services, Celebration events.

An Informal Visit Feedback Form (Appendix 3) should be used after this kind of visit and sent to the school in the same way as a formal visit record (see above).

Guidelines for Classroom Visits

Preparation:

Governors can discuss the focus of their classroom visits with their SLT link(s) in advance.

- Feedback e.g. teacher to student, student to teacher, student to student, written, verbal and non verbal
 - Use of resources e.g. use of IT, practical equipment, space in the room
 - Engagement/interaction e.g. of boys/girls in different parts of the lesson
 - Vulnerable group engagement (SEND, Disadvantaged, Most Able)
 - Assessment e.g. how is it undertaken, how is work moderated, do students know targets, how to self-assess work
 - School ethos
 - How are interventions & SEND support managed
 - Stretching of students, making them think
 - Questioning e.g. what type of questions are used, how do students respond to different type of questions, what questions do students generate?
- Governors have set questions to help them to audit Student Voice on key aspects of school performance. Additional questions could include:
 - What are you learning about? Show me/tell me more
 - What helps you to learn?
 - Why do you think you are learning this?
 - Are you practicing something you have already learned?
 - What did you know about....before you came to the lesson?
 - What do you know now that you didn't know before?
 - Is there anything which gets in the way of your learning?
 - How does this relate to your last lesson?

The classroom visit itself

Good preparation will ensure this works best. Remember however focused the visit some staff may feel nervous having a different person in the classroom.

- Governors should, whenever possible, be accompanied on classroom visits by a member of the school staff.
- Governors should remember that they are not inspectors, and are not 'judging' the lesson. The visit is to help to develop a feel for learning experienced by students, and an understanding of the challenges and achievements experienced by staff in facilitating learning.
- Governors should be aware of the confidentiality of what they see and hear.
- Governors should be discreet so as not to disrupt the lesson in progress and any note taking should be unobtrusive. Certainly no clipboards but perhaps post-it notes or a small pad.
- Before leaving the lesson always thank the teacher and the also the students, if that is possible.

Feedback on the classroom visit

It is crucial that this is about recording your reflections related to the focus of the visit and not about making judgments. So it is helpful to start sentences with phrases such as: I noticed... I saw... I heard...

Start with some positive feedback which will be a real encouragement to the school.

If there is something that you would like to explore further try to phrase it as an open question e.g.

- Can you tell me about the Assessment and Feedback policy in the school?
- How do the teachers gather evidence of prior knowledge?

ST EDWARD'S SCHOOL - GOVERNOR MONITORING VISIT FEEDBACK FORM

Name of Governor:
On behalf of TLAC Committee
Date:
Meeting with SLT member(s) (Please specify)
Meeting with Subject Leader(s) (Please Specify)
Lesson visits: Students on-task/ Positive learning environment etc.
Student Voice: What are the overall impressions of learning at St Edward's that you gained? Please note any particularly insightful comments made, and the year group(s) spoken to.
Further comments:
Signed:

PLEASE CONTINUE OVERLEAF IF NEEDED.

Please forward this form to Beth Stannard, Clerk to the Governors, and to the Headteacher.

ST EDWARD'S SCHOOL - GOVERNOR MONITORING VISIT FEEDBACK FORM

Name of Governor:
On behalf of PDBA Committee
Date:
Meeting with SLT member(s) or Directors of Learning (Please specify topics discussed)
Visit to collective worship/Tutor Group visit
Specialist tours meeting(s) : Careers, attendance, safeguarding, personal development etc.
Student voice: What are the overall impressions of well-being and personal development at St Edward's that you gained? Please note any particularly insightful comments made, and the year group(s) spoken to.
Further comments:
Signed:

PLEASE CONTINUE OVERLEAF IF NEEDED.

Please forward this form to Beth Stannard, Clerk to the Governors, and to the Headteacher.