



HYLAND HOUSE SCHOOL

GOVERNOR MONITORING VISITS POLICY

Ratified by governors Sep 2023

Review date: Sep 2024

Context

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by 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 Strategy Planning Group meeting held in september 2015, it was agreed that there would be a governor visit each term which would focus on an aspect of the School Development Plan 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

Before making a visit, Governors will:

- Contact the Headteacher and agree a date, time and focus for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited
- Draw up a timetable for the visit with the Headteacher or subject-coordinator
- Headteacher and/or the subject coordinator ensure that all staff are aware of the visit and the expectations on them.

On the day of the visit the Governor will remember to:

- Arrive on time and clarify the timetable with the Headteacher/subject coordinator
- 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 Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alternations, the form will be circulated to the governing body 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 full Governing Body. 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 Governing Body, which will contribute to school improvement.

Guidelines for Governors

Advice on conducting classroom visits

Rationale

The Governing Body at Hyland house School 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 Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

Objectives

The Governing Body should aim to:

- Inform their decision-making by having visited at least one lesson during the year.
- Be aware of the feelings of members of staff and the issues they face by having had a lengthier discussion with at least one member of staff during the year.
- Read and keep up-to-date with school newsletters and other documents that are sent out.
- Keep up-to-date with their nominated class, introduce themselves and spend time discussing the school with some of the children from the class.

Roles and Responsibilities

Some of our Governors are linked to a particular subject. They are:

Literacy Governor	Lorraine McDonald
Numeracy Governor	Barbara McLaughlin
ICT Governor	Angie Brooks
Governor linked to Special Needs	Marlene Stanley

We also believe it is important that Governors take a particular interest in one class and class teacher to whom they can describe their role. The following are the class links established at present.

Nursery & Reception EYFS (Early Years Foundation Stage)	Dr. Kirk Thomas
1 & 2	Mrs McLaughlin
3 & 4	Mrs Stanley
5 & 6	Angie Brooks

It is the responsibility of each Governor to introduce themselves to the teacher and class and make themselves available according to the demands of the timetable and school year.

Governors responsible for Safeguarding & Health and Safety:

Safeguarding	Marlene Stanley
Health & Safety	Lorraine McDonald

Governors serving on the Personnel Committee are:

Chair	Dr Kirk Thomas
Secretary	Errol Gayle
	Jacqui Crawford (SEC HR)

Governors serving on the Finance Committee are:

Chair	Ann Swaby
Secretary	Samuel Alfazema
	Errol Gayle

Governors serving on the Marketing Committee are:

Chair	Sherie Jackson
Secretary	Errol Gayle
	Pastor Fuller
	Lorraine McDonald

Governors serving on the Premises Committee are:

Chair	Anthony Fuller
	Joshio Mridha
	Errol Gayle

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 visit classrooms where their own children are present. It 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.

Ground Rules

	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	<ul style="list-style-type: none">▪ Assume a different role▪ Walk in with a clipboard▪ Interrupt the teacher

	<ul style="list-style-type: none"> ▪ 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"> ▪ 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

Conducting the observations

After planning your visit with the class teacher or subject coordinator you might have agreed to:

- Take part in a lesson acting as classroom helper during your visit
- Do a formal observation-taking no immediate role other than talking to the children about what they are learning
- Work with a small group
- Introduce yourself to your inked class and answer any of their questions
- Meet with the class teacher or coordinator to discuss particular issues or set the context
- Observe – focusing on an agreed area/issue that the class teacher would like some feedback on e.g. involvement of a particular group of pupils.

Please remember that observations do not require judgement on the teacher. It might also be useful to clarify some 'what ifs' beforehand. For example:

- What if I see children misbehaving when the teacher doesn't?
- What if a pupil asks me how to do something?
- What if I have a suggestion to make?

Providing Feedback

It is important that a time is agreed between yourself and the class teacher to discuss the lesson you have taken part in or observed. During this feedback you might refer to notes you have made. The structure might include:

1. Asking the teacher for any further clarification of the lesson or for their views on how it went
2. Giving your own impressions on what you saw
3. Providing any positive comment
4. Raising any issues that appeared to develop
5. Any further questions you might have
6. A summary of the feedback you will be giving to the governing body.

At the end of the feedback both you and the teacher should be clear about what you will be sharing with the governing body – there should be no surprises!

The Governors' visits to classrooms pro forma should be completed as soon as possible after the visit. It should reflect the discussion you have had with the teacher. The report should be copied:

- The Headteacher
- The subject leader
- The teacher concerned
- The clerk to the governors

Policy Review

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

- Has every Governor visited at least one lesson during the year?
- Has each Governor made links with their allocated class/person with responsibility?
- Has every Governor had a conversation with the subject leader they are linked to?
- 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?



HYLAND HOUSE SCHOOL

Governor Visit Report

Name of Governor	
Date of Visit	
Focus of Visit	
Classes/staff visited	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, lunch etc	
What I have learned as a result of my visit	
Positive comments about the focus	
Aspects I would like clarified/questions I have	
Ideas for future visits	
Any other comments	

Signed _____

(Governor)

Signed _____

(Headteacher/Staff member)



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Governor Visit Report

Monitoring the School Development Plan

Focus Area in SDP:	
Source of evidence of progress	Comment and impact

Evaluation and Impact (So what?!)

Signed _____
(Governor)

Signed _____
(Headteacher/ Deputy Head)

Signed _____
(Governor)

Date _____



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Governor Visit Proforma

Governor's name:

Date of visit:

Focus of visit:

Classes visited:

Sources of information:
eg: Headteacher, Class teacher, display work, pupil's workbooks, talking to pupils, looking at resources

General comments:

Summary of what was learned:

Points to take forward for discussion at the governing body meeting:

Signed: _____ **Date:** _____

Received and discussed with Headteacher:

Received by the Governing Body:



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Governor's Visit

Name:	Area(responsibility):	Date:
Staff visited:		
Objective of visit: 1. 2. 3.		
Brief notes:		
Three positive comments: 1. 2. 3.		
Two questions: 1. 2.		
Signed _____ (Governor)		Signed _____ (Head)
Signed _____ (Teacher)		
Date shared with Governing Body _____		



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Governor's Visit

Name of governor:
Class visited/Area of responsibility visited:
Date of Visit:
Purpose of visit:
Governor's comments:
Teacher's comments:
Headteacher's comments
Signed: _____ Governor _____ Class teacher/ Person responsible _____ Headteacher

HYLAND HOUSE SCHOOL



Schedule for Governors' Visits to the School

For the Academic Year: _____

Name of Governor	Purpose of Visit	Date	Report Received
September			
October			
November			
December			
January			
February			
March			
April			

May			
June			
July			
August			