



REDBOURN JUNIOR SCHOOL GOVERNOR VISITS POLICY

LAST REVIEWED : DECEMBER 2015

DATE FOR NEXT REVIEW : DECEMBER 2017

1. Introduction

School visits by members of the governing body are a key component to being an effective school governor and have potential benefits to both governors and staff, as well as being an enjoyable experience.

This policy is to provide guidelines to governors and school staff to ensure that governor school visits are structured and productive for all concerned.

2. Aims

Benefits to governors

- To recognise and celebrate success
- To develop relationships with the staff
- To meet and get to know the children
- To understand the environment in which teachers and other staff work
- To see policies and schemes of work in action
- To have an opportunity to reflect through discussion
- To inform decision making
- To experience different resources in action

Benefits to staff

- To help governors understand environment in which teachers and other staff work
- To meet and get to know the governors
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect through discussion
- To have the opportunity to share expertise
- To highlight the need for particular resources

3. Guidelines

It is important to remember that visits are only a snapshot in time. In order to maintain objectivity, ideally governors will not be assigned to classes containing their own children. Governors should receive suitable training prior to their first visit.

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. As such, all governors must adhere to the highest standards of confidentiality.

The visit is not about:-

- Inspection
- Making judgments
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

4. Organising Your Visit

Before your visit	Arrange details of visit Agree purpose of visit Discuss the context of the lesson to be visited Agree your role within the lesson If possible confirm with school office on the day Arrive in good time
During your visit	Keep to the role agreed Keep questions for the class teacher until the visit is over Remember confidentiality Keep to the times and purpose agreed Be sensitive to the mood in the classroom and the expectations of the children
After your visit	Thank the teacher and the pupils Discuss the visit with the teacher at their convenience Feedback to the governing body

6. Feedback Form

This helps to focus on what was actually learnt about the school and to pass this information on to the governing body. It should be informative, concise and should not include any pupil names. It needs to be sent to the Headteacher and Chair of Governors prior to being presented to the full Governing Body.

7. Frequency of Visits

Governors should visit the school once per term in their monitoring role. Governors are also encouraged to attend school events to experience further the everyday life of the school. Dates for of these are published regularly in the school newsletter and sent out to all governors.

8. Purpose of Visit

The first visit of the year should focus on a review of the subject action plan or relevant section of the SDP. From this initial meeting a plan of activities for the year should be agreed. This could involve lesson observations, reviewing policies/documents or scrutinising examples of pupil work.

9. Monitoring and review

Governor Visits will be a full governing body agenda item for each meeting. The Governing Body will monitor and review this policy annually.

10. Informal ways of getting to know the school

Governors are actively encouraged to participate in the life of the school and are always welcome to attend school events, the dates of which are published regularly in the school newsletter and sent out to all governors. These visits are not included as part of this policy.

Appendix 1 – GOVERNOR VISIT FORM

Name of Governor	
Area of Responsibility	
Date of Visit	
Focus of Visit	
Classes/Staff visited	
Summary of activities eg observing classes, talking to staff and pupils, looking at resources etc	
What have I learned as a result of my visit?	
Positive comments about the focus	
Aspects I would like clarified/Questions I might have.	
Ideas for future visits. Other comments.	

Signed:

Governor:..... Date

Teacher/Subject Leader:..... Date

Headteacher:..... Date

Appendix 2.

Governor Visit Report – an Aide Memoire

Focus of Visit	What has prompted my decision to visit? Who has prompted my decision to visit? Is the reason specific or general? What are my/other people's expectations? How can my visit benefit the teacher? What particular areas of the school am I interested in? What particular activities am I interested in? What particular age-group(s) am I interested in? Are there any questions that can be answered by observation? What questions should I ask? Who should I ask?
Summary of activities. Eg: observing classes; talking to staff and pupils; looking at resources; etc	How do the pupils react to the presence of the teacher, Headteacher or yourself? How friendly and relaxed are the pupils? How interested are the pupils in their work? Do the pupils have an understanding of what they are doing? How well behaved and courteous are the pupils? In what ways does the school provide a varied and interesting environment? How are the needs of all the pupils being met equally? Do pupils work in a group or individually on a particular task? Are the same relative number of questions asked by girls and boys?
What have I learned as a result of my visit?	To what extent did I address the reason for my visit? Which of my questions did I answer? To what extent did I fulfil my own/other people's expectations? What difficulties did I meet and why?