

Granby Governors' Visit Policy

Purpose of policy:

The purpose of this document is to set out the Visits Policy for Granby Governors. Visits to the school are considered to be a vital part of the role of Governor at Granby Primary school. Completed in conjunction with Phase Forum and other meetings it provides another opportunity to fulfil the Critical Friend role of the Governor.

The document includes:

1. Guidance notes on each stage of the visit process
2. Guidance on using the Governor Visit report form
3. An example of a completed report form
4. A blank copy of the Governor Visit report form

Guidance Notes for the Visit Process

General points to note:

- All visits must be arranged in advance with the Phase Leader, staff members concerned and the school office. For informal visits, attendance at school events, etc, visits should be arranged with the Head and the school office notified in advance. Informal visits are also useful in getting to know the school
- Visit objectives will be discussed and agreed in advance.
- Visits are completed with sensitivity and tact.
- Governors are clear that they are NOT there to judge the quality of teaching.

Before the visit

- Governor visits should be planned at the phase forum or other meetings and two or three clear objectives should be set.
- Objectives for visits will be set using the most recent data and PIP plans.
- The activity you plan to undertake (e. g. Classroom observation; reviewing children's work; attending a moderation meeting; etc.) should be planned in advance and discussed with the staff involved
- The date and time of the visit should be decided in advance and after consultation with all staff involved in the visit
- This policy and the form should be sent to the staff being visited as a reminder

During the Visit:

- Confine your activity to what has been agreed with staff before the visits
- Refer frequently back to your visit objectives to ensure that your activity supports you in meeting the objectives

- Remember that you are there to fulfil your objectives and collect evidence, rather than to make judgements about the quality of what you see
- Support staff by minimising the disruption created by your visit. Children should be on task and engaging with their teachers rather than distracted by your presence
- If there is anything you see that is a cause for concern, discuss with the staff member and/or phase forum leader rather than raising it at the phase forum or other meeting. Agree what should be presented to the phase forum or other meeting

After the visit:

- A report form for recording governor visits has been provided to all governors, along with guidance notes and a sample completed governor record sheet
- Write up the visit as soon as possible afterwards so that it is fresh in your mind
- Let the staff involved in your visit see your draft record and agree it with you before you share it at the phase forum
- Make sure that you use positive language as far as you can - this is more effective than using negative language. Even bad news can be framed positively!
- Avoid using judgemental language about what you have seen and remember that governors are lay people - not experts in education! Use language which describes what you have seen factually - not your own inferences or assumptions.
- Confine your comments to the objectives
- The clerk will share the feedback with full governing body. Full governing body should read feedback and raise queries through the Clerk. These queries may be dealt with via email or tabled on the next govs meeting as appropriate.

Informal Visits

Governors may want to support the school by accompanying classes on trips or support school initiatives such as the School fete. The head teacher will circulate details for governors to participate in these opportunities on an ad hoc basis.

Governor Visits Template: Guidance Notes

Visit details	Date and time	Visiting governor	Member/s of staff & classes visited
Objectives	Insert 2 – 3 objectives for the visit	2	3
Description	Use this space to describe what you saw		Repeat for each objective
SIP data and evidence	Use this space to describe any data/ evidence you saw which relates to the SIP		Repeat for each objective
General comments	Describe what impressed you most; identify any areas for development you noticed		Repeat for each objective
Follow up actions	Note any actions required to follow up your visit. These could be: actions for you or the member of staff involved; items to be discussed at the phase forum meeting; any questions you still have		Repeat for each objective
SMSC	Describe any SMSC you see in action		Repeat for each objective
Pupil voice	Where possible, use the opportunity to talk to pupils about what they think. relate your conversations to the objectives in an age-appropriate way		Repeat for each objective
Further questions	List any questions you may still have		Repeat for each objective

Governor Visit Template: Example

Visit details	Date and time Monday 25 th June 9.30 – 11.00 am	Visiting governor Sue Foreman	Member/s of staff & classes visited Jane Doe Class 3a and 4a
Objectives	1 To find out about writing strategies eg talk for writing, guided writing etc	2 To look at how the effectiveness of writing strategies is monitored and assessed	3 To inform our decision about whether to re-rate from red to amber
Description	Jane spent 20 minutes leading a lively discussion with class 3a about the writing topic – a letter asking a famous person to open the school fete. Discussions included... children were... the teacher used questioning to... the children came up with lots of ideas about what language to use to persuade the celebrity...	Jane and I discussed the development of the writing strategies since September and we reviewed the notes of a phase team meeting where staff agreed marking strategies. We reviewed APP data over the year so far and explored issues of high progress/low attainment for some children in this year group	We discussed the issues that initially prevented the strategy from working successfully. Jane showed me the data which demonstrates the progress now being made, compared to the baseline data in the autumn term.
SIP data and evidence	Observational evidence that the strategies are being delivered.	Writing assessment strategies all to be brought to next phase forum for discussion led by Jane. To include: APP, children's work, targets data.....	
General comments	At least I now know what all these things mean when the staff talk about them!	Record keeping is very detailed and well organised. The data is quite hard to understand and doesn't take account of issues like chaotic lifestyles or attendance issues	There no longer seem to be significant obstacles to achieving this target: we need to monitor progress closely

Visit details	Date and time Monday 25 th June 9.30 – 11.00 am	Visiting governor Sue Foreman	Member/s of staff & classes visited Jane Doe Class 3a and 4a
Objectives	1 To find out about writing strategies eg talk for writing, guided writing etc	2 To look at how the effectiveness of writing strategies is monitored and assessed	3 To inform our decision about whether to re-rate from red to amber
Follow up actions	We agreed that Jane will bring some moderated examples of children's work for illustrative purposes to next phase forum	I have seen the assessment data for the writing part of literacy and incidentally saw some reading data. I would like more working knowledge of the reading data now	Phase forum meeting to review all data and decide whether to re-rate from red to amber. Jane and I recommend that we do!
SMSC	Social - the children engaged in turn taking and conversation during the discussion Cultural - there was discussion about the place of fetes in British life and what other cultures might do		
Pupil voice	The children talked about the fete as a high point of the school year. They made a list of what they like about the event (attached)	A small group of children explained the peer marking system to me. They said they like it because they can learn from each other's mistakes	
Further questions	How do we deliver staff training and continuous professional development to support writing strategies?	Is there a finance strategy to support the improvement of writing across the whole school?	

Governor Visits Template – Blank Form

Visit Details	Date and Time	Visiting Governor	Member (s) of staff and class (es) visited
Objectives	1	2	3
Description			
SIP Data and Evidence			
General Comments			
Follow Up Actions			
SMSC			
Pupil voice			
Further Questions			