



# Governors School Visits Policy

## 2024-2025

## SCHOOL VISITS POLICY

### Purpose

We link governors to subjects or classes as a way of fulfilling their responsibilities for monitoring the curriculum. This too, usually involves classroom visiting.

Ofsted assumes that governors know the strengths and weaknesses of their school. This will depend on governors assessing pupil performance data in the context of an understanding of what happens in the classroom.

### Potential benefits to Governors and Staff

#### Governors

- To recognise and celebrate success
- To develop relationships with the staff
- To get to know the children
- To recognise different teaching styles
- To find out what resources are needed and prioritise them
- To understand the environment in which teachers and other staff work
- To see policies and schemes of work in action
- To inform decision making
- To act as a 'researcher'

#### Staff

- To help governors understand the reality of the classroom
- To get to know the governors
- To understand better the governors' roles and responsibilities
- To have the opportunity to reflect on practice through discussion
- To highlight the need for particular resources

At Dorridge Primary School the Governing Body recognises that governors' visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of the teacher. That judgement remains a task for the Head Teacher and other education professionals.

### Governors will not:

- Make judgements about the quality of teaching;
- Check on the progress of their own children;
- Pursue a personal agenda;
- Monopolise teachers' time;
- Look for evidence to support inflexible pre-conceived ideas.

## **Protocols**

Our governors fully recognise the value of observing the correct protocols.

They are committed to what should always and never happen before, during and after a visit.

Our Governors will follow the agreed policy for classroom visits. Their role will be one of a critical friend.

	Always	Never
Before	Arrange details of visit Agree level of confidentiality Agree purpose of the visit Discuss the context of the lesson to be observed	Turn up unannounced
During	Observe any class guidelines and rules Fulfil the agreed purpose	Interrupt the teacher
After	Thank the teacher and the pupils Discuss observations with the teacher	Leave without a word

## **Focus**

There will be an agreed focus for each visit.

Some examples of appropriate focus for classroom visits could be:

Observation of one group of pupils working together on a task

Noting the relative numbers of questions and responses to the teacher from boys and girls

Observation of English and/or daily dedicated Maths Lessons

## **Cause for Concern**

As far as possible, governors will refrain from becoming involved with the classroom management or delivery of the lesson.

The governors will follow set guidelines in a situation where they have a cause for concern.

<b><u>What if situation from the Governors' point of view</u></b>	<b><u>Guidelines for action</u></b>
<ul style="list-style-type: none"> <li>• What if I see children misbehaving when the teacher does not</li> <li>• What if a pupil asks me how to do something?</li> <li>• What if the teacher has problems controlling the class</li> </ul>	<ul style="list-style-type: none"> <li>• Do nothing and let the teacher get on unless you sense the misbehaviour is likely to result in a hazardous situation.</li> <li>• Depends on the activity –unless the pupils are engaged in a test situation, help would be welcomed</li> <li>• Allow some time – remain in the background. If the problems persist, leave the room</li> </ul>

### **Feed back**

As we see the role of our Governing Body as being that of a critical friend, we value constructive feedback.

After each visit the governors will feedback as follows:

Informal oral feedback and discussion with the Class teacher.

After the discussion with the Class teacher, the governor will submit a report

Formal written feed back to the Teaching and Learning Committee

Feedback will comprise:

Acknowledgement of positives seen during the visit

Two suggestions highlighting areas for development

### **Concerns**

Particular concerns or questions arising from the classroom visit will be taken up with the Head Teacher in confidence. The Head Teacher will then take it up with the member of staff concerned.

### **Distribution of Visits**

The Governing Body will ensure a reasonable distribution of visits across the year and across subjects, classes, year groups and teachers.

### **Commitment**

Our Governing Body includes members who can give varying degrees of commitment to the work, including visiting Dorridge Primary School and the classroom.

Each named governor linked to curriculum subjects will endeavour to commit to half a day's visit once a term.

## Documentation

Governors will use the Governor Visits Planning Form to plan, carry out and evaluate classroom visits. (ANNEX A)

After the visit, the visiting governor will feed back to the Teaching and Learning Committee using the Governor's Report form. (ANNEX B)

## Monitoring and Review

This policy will be monitored by the Governing Body at the first meeting of each academic year.

This policy will reviewed formally by the Governing Body every three years.

## ANNEX A

### DORRIDGE PRIMARY SCHOOL

#### Governor Visits Planning Form :

What is the purpose of the visit?	Notes
<p>What has prompted my decision to visit?</p> <p>Who has prompted my decision to visit?</p> <p>Is the reason specific or general?</p> <p>What are my expectations?</p> <p>How can my visit benefit the teacher?</p>	
<p>How shall I carry it out?</p>	
<p>What particular areas of the school am I interested in?</p> <p>What activities?</p> <p>Age group?</p> <p>Are there any questions that can be answered by the observation?</p> <p>What questions should I ask?</p> <p>Who should I ask?</p>	
<p>Did I achieve my aim?</p>	
<p>To extent did I fulfil the reason for my visit?</p> <p>Which of my questions did I answer?</p> <p>To what extend did I fulfil my expectations?</p> <p>What difficulties did I meet and why?</p>	
<p>Is there any follow up?</p>	
<p>Have I recorded my experiences?</p> <p>Did I report back to the head and teacher?</p> <p>Have I prepared a short report for the next governors' meeting?</p> <p>How can I build on this for the next visit?</p>	

## ANNEX B

### DORRIDGE PRIMARY SCHOOL

#### Report on Governor's Visit

Name:	Responsibility	Date:
Staff visited:		
Objectives of the Visit: 1.  2.  3.		
Brief Notes:		
Strengths: (classroom observation) 1.  2.  3.		
Areas for development/concerns: 1.  2.		
Discussions with Head Teacher (if relevant)		