



**Governor Visits Policy**

This policy was adopted:	<b>18.11.13.</b>
Date of review:	<b>November 2015</b>
Signed: <u>                    <i>G Smith</i>                    </u> Principal <u>                    <i>[Signature]</i>                    </u> Chair of Local Governing Body	

This policy links to: <ul style="list-style-type: none"> <li>• Governors' Allowances Policy</li> </ul>
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## **Academy Transformation Trust**

### **Governor Visits Policy**

Every Local Governing body (LGB) has a statutory responsibility to establish and monitor its Academy's policies and evaluate the effectiveness of the academy and its curriculum. Well planned and effective governor visits are an essential tool in doing this and ensuring that all governors have a good understanding of the academy as expected by Ofsted.

We appreciate that individual governors have differing amounts of time to commit to an exercise such as a classroom visit. However, we would recommend that each governor (including staff and support staff governors) aim to make a class visit once per term.

Ofsted will assume that Governors know the strengths and weaknesses of the academy, however, governors are not inspectors and are not required to make judgements regarding the professional expertise of staff. Instead they are required to:

- Appreciate and understand the work of the teaching and support staff and how students are learning;
- Be aware of the response of students to their work;
- Be aware of resource issues;
- Be able to ask appropriate questions and hold discussions with staff.

We would recommend that prior to making a visit to the academy, governors bear in mind the following:

#### **Before the visit (at least one week prior to visit):**

- Clarify the purpose of the visit and agree it with the Principal and Head of Department before the visit.
- Agree a time for the visit, suitable for both the member of staff and governor involved.
- Agree how you will be introduced to students and be involved in the lesson or activity you are observing.
- Review the action points in the Academy Improvement Plan (AIP).
- Read any appropriate policies or curriculum guidance.

#### **During the visit:**

- Be prepared and punctual.
- Report to the academy office and sign in.
- Fulfil the agreed purpose of the visit.
- Observe academy/class guidelines.

- Observe discreetly.
- Become involved with the students' activities when invited, but don't intervene.
- Never comment on the teacher's conduct of the lesson or individual students.
- Take note of discussion points.
- Do not allow yourself to become an instrument for advancing any issues.

**Following the visit:**

- Thank the member/s of staff and students.
- Discuss observations as soon as possible after the visit.
- Provide oral feedback to the Principal and Head of Department.
- Complete the Governor Visit Form (appendix 1) with the member of staff present and forward a copy to the Principal and Clerk (for distribution at the next LGB meeting).
- Never include comments about individual students; if you have concerns, discuss them privately with the member of staff.

## Things to observe when visiting a classroom

- Relationship between staff and students.
- Relationships between students.
- Variety of teaching styles.
- Availability and role of any support staff.
- Behaviour and attitude of students – are they attentive, motivated, listening, questioning, responding?
- Enjoyment and enthusiasm of both staff and students.
- How the students are grouped.
- How different abilities are catered for.
- Students' work.
- Displays.
- Ethos – the atmosphere and values that are evident (are high expectations, encouragement, praise, equality of opportunity apparent?).
- Use of space and working conditions.
- Quality and quantity of equipment and resources.

### Governor Visits Form

<b>Name of Academy:</b>	
<b>Name of Governor:</b>	
<b>Date:</b>	
<b>Department visited:</b>	
<b>Focus of visit:</b>	
<b>Summary of activities:</b>	
<b>Comments:</b>	
<b>Focus of next visit:</b>	

Sign:..... (Governor)

Sign:..... (Member of staff)