

Governor Monitoring Visits Guidance



Burbage C of E Infant School and Burbage Junior School

The following areas are monitored by governors each term, every year:

- Safeguarding - Separate
- Attendance - Separate
- Pupil Premium - Joint
- SEND/Inclusion - Joint
- Wellbeing (Staff and Pupil) - Joint
- English - Joint
- Maths - Joint
- Health and Safety - Separate
- EYFS (Infants only)
- SIAMS (Infants only)

*Joint indicates visit is inclusive of both Infant and Junior staff and governors

*Separate indicates visits are completed separately by Infant or Junior staff and governors

In addition to these areas, we choose two additional curriculum subjects to monitor for a whole cycle. One is a subject of strength, the other a subject for development. These subjects change each year.

Governors are provided with a diary of dates for the academic year.

Visits should be planned, completed and agreed in advance of the meeting the feedback will be given at.

Governors should use the diary dates to avoid school 'hot spots' when suggesting monitoring visit dates to staff.


Please make sure that you have read the Governor Visits Policy and Governor Code of Conduct. It is important that Governor visits are a positive learning experience for all.

BEFORE

- **Make contact with the link member of staff to agree a suitable date.**
- Clarify the purpose of the visit with the member of staff. Is it linked to the School Development Plan, year group, curriculum area or other area of responsibility e.g. SEND Governor? How does this determine the itinerary?
- There is a visit template to inform the focus of your visit for Intent, Implementation and Impact. Please make sure that you have it.
- Check that the visit template covers all the questions you would like to find out about during this visit.
- Share the visit report template with the staff member well in advance. Make sure that the date chosen is suitable for the purpose identified.
- Find out how the staff member wants you to integrate with children and staff during the visit. Do they want you to read the action plan or a specific policy before the visit? Agree if it is ok to take notes during the visit.
- Be clear beforehand exactly what information you will be gathering. The teacher will be able to guide you on this.
- Read/use any supporting information that is already available – School Development Plan, Ofsted Report, performance data, Self-Evaluation Form, school website.
- PLEASE REMEMBER – you are not the educational specialist, they are. You are gathering information to monitor and evaluate. Support and be careful not to make judgements.


DURING

- Check in at reception and adhere to the school's security procedures.
- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced to staff and pupils.
- Ask the questions from your visit template.
- Get involved with the children if the teacher has agreed that this would be appropriate.
- Don't distract the teacher but be prepared to talk and show an interest.
- Be courteous and friendly – SMILE.
- Interact, don't interrupt.
- Remember why you are there – don't lose sight of the purpose of your visit.
- Ask yourself the question: What is the school experience like for a child at Burbage Infant/Junior School?
- Listen to staff.
- Watch and learn.
- Be interested and enthusiastic.
- Remember your role – if something concerns you, speak quietly to the headteacher.
- Before you leave, thank the teacher and the pupils. Tell them how much you have enjoyed your visit.

 <p>Rooted in each school's values and ethos</p>	The Infants aims are Living Loving Learning.
	The Infants has the following Christian Values; Truth, Compassion, Respect, Perseverance, Friendship.
	The Juniors ethos is "The Burbage Way; being the best version of ourselves."
	The Juniors has the following values; respect, integrity, enjoyment, kindness, inclusivity, excellence.
	Sporting events and competitions.
	Everyone from the Burbage Schools community embodying these in and out of school.
	British Values promoted and embedded throughout the curriculum.
	Develop understanding of how to keep safe and healthy in a range of situations.

Summer – Impact

This session is to capture information from staff. This visit builds on from the Intention and Implementation visits, and will use the IMPACT section of the vision documents:

 <p>Prepared for the next stage of their education</p>	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

All governor monitoring at Burbage C of E Infant and Burbage Junior School is completed in a cycle of three visits following the '3 I's': Intent, Implement, Impact.

Autumn – Intent

The gathering of information for curriculum intent from the subject lead teacher. This should be based on questions found in each visit folder.



Our intention is that our curriculum provides:


- A values-based curriculum, building from a foundation of Christian values developed at the Infant School (CofE), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society.
- Responsible citizens, successful learners and confident individuals.
- Opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times.
- A linked, language-rich curriculum to develop deep understanding and cultural capital.
- Development of characteristics to enable them to contribute fully within their school and wider community, now and into the future.
- Skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves.
- A range of knowledge and skills to be equipped for the next stage of education.

Spring – Implementation

A meeting/discussion with your lead professional (teacher) where you may be shown planning documents, samples of children’s work and be taken on a tour to see your area and progress towards SDP targets.

Watch and learn from seeing the Intention in action, allowing staff to show and tell!

 <p>Knowledge-Based and Language Rich</p>	<p>The content of the Early Years Foundation Stage and the National Curriculum is delivered sequentially through a programme of themes designed to build upon prior learning.</p>
	<p>Progression Ladders are used to identify key knowledge and skills to ensure National Curriculum coverage.</p>
	<p>Children are taught and encouraged to use a range of subject specific vocabulary. Vocabulary is extended and developed to enable children to express themselves precisely and imaginatively.</p>
	<p>Early language development and support e.g. NELI.</p>
	<p>Effective early reading programme and additional support in KS2.</p>
	<p>Wide range of reading materials and good quality books in classes, school library, creative learning and visits to local library.</p>
	<p>Opportunities to promote a love of reading.</p>
	<p>Promote and develop a modelled, language rich environment.</p>
 <p>Experiences to inspire and broaden our children’s understanding of the world around</p>	<p>A range of educational visits and residential linked to the curriculum.</p>
	<p>Use of our local environment and community.</p>
	<p>Opportunities to experience the arts and theatre.</p>
	<p>Church services at St Catherine’s Church and visits to other places of worship.</p>
	<p>Opportunities to represent the school internally and externally.</p>
	<p>Opportunities to perform to an audience</p>
	<p>Development of understanding of environmental issues, through the curriculum.</p>
	<p>Events, days and weeks, when the whole school looks at a particular theme.</p>

 <p>Learning through curricular themes</p>	Progression Ladders ensure that learning is revisited and extended.
	Writing and texts can be linked to the curriculum.
	Some subjects are delivered in themes. To provide a platform for learners to make links in their learning and transfer to long-term.
	Freedom to take advantage of an unexpected opportunity and follow sudden inspiration.
	Integrity of subjects articulated to children. "Today we are being historians/this lesson is history".
	Teaching incorporates Meta-cognition and Self-regulation strategies- Top 10.
	Curricular links to maths are explicitly taught.
 <p>Characteristics of effective learning behaviours</p>	Our school values are embedded throughout.
	Characteristics of effective learning are an integral part of the EYFS curriculum.
	We are Route to Resilience schools. We promote and create opportunities to develop our character muscles.
	Opportunities to develop these muscles are promoted through the curriculum and as discrete activities.
 <p>Inclusive, respectful and positive relationships</p>	An ambitious curriculum to meet the needs of all learners.
	Behaviour Policy is positive, clear and fair.
	Behavioural and emotional support so all pupils can meet expected behaviours.
	"Everybody's Welcome", used to develop our children's understanding of equality, based on "No Outsiders".
	Charitable giving.
	Embedded within our RE, SMSC work, PSHCE, SRE and Online Safety.
	Opportunities to represent the school through roles of responsibility.
	Anti- bullying Award
	Healthy Schools

AFTER

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issues you are unclear about.
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as governor. Be open, honest, positive.
- Make notes as soon as possible after your visit while it is still fresh in your mind.
- Discuss your observations with the teacher and headteacher if needed. Ask questions in a friendly/non-threatening way. Be prepared to take the comments of others on board.
- Use the visit proforma to write up your notes and link to the School Development Plan.
- Write up your report and send a draft to the staff lead teacher, in the first instance for approval. A written report should not name individuals and, like other governing body documents, will usually be open for public attention after the governing body has considered and approved it.
- Evaluate the visit yourself by asking the following questions:
 - -were the objectives of the visit fulfilled?
 - -was everyone involved properly prepared?
 - -did you see what you wanted to see?
 - -what would you do differently next time?
 - -were there any areas you would like to know more about?
 - -what impact has your visit had upon the school?
- Share your report with the EHT and DHT
- Complete three key points of your report in the Monitoring Overview document and feed these back to the full governing body or relevant committee at the next meeting.

