

The Federation of Golden Flatts and Lynnfield Primary Schools
Governors Visits Policy

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1. Statement of intent

Through this policy, the Federation of Golden Flatts and Lynnfield Primary Schools aims to embed effective procedures concerning governor monitoring visits. As a minimum each governor is expected to make visits in accordance with the annually agreed subject monitoring cycle. Consequently, demonstrating the governing body's role in the strategic management of both schools by helping to evaluate and improve practice.

Governor visits inform understanding of each school's practices and procedures, allow opportunities to speak to pupils and teachers, enable the identification of resource needs, and allow governors to see the SDP in action.

For staff, governor visits allow staff the chance to find out more about governors, provide an opportunity to draw attention to issues or questions they wish to raise, and provide an opportunity to reflect upon and discuss current practice.

Governors must:

- Remember to respect school staff and pupils.
- Support the Executive Headteacher.
- Acknowledge that they represent the full governing body.
- Be mindful of the fact we are a two-school federation and they need to have an equal understanding of both schools; their individual successes and challenges.

By following the agreed principles and procedures, governor visits will be pleasant, purposeful, and will significantly contribute towards school improvement.

2. Legal framework

This policy has due regard to all relevant legislation and guidance, including, but not limited to, the following:

- The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- DfE (2020) 'Governance handbook'
- DfE (2014) 'The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013'

The policy operates in accordance with the relevant school documents, including, but not limited to:

- Governing Board Monitoring Plan
- Governor Visit Proforma

3. Roles and responsibilities

Governors are responsible for:

- Ensuring that they fulfil their role as set out in the annually agreed subject monitoring cycle.
- Understanding the needs of staff members through discussions with individuals and teams.
- Reporting their observations to the full governing body during a full governing body meeting.

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- Familiarising themselves with this policy as part of their induction programme.

The Executive Headteacher is responsible for:

- Facilitating governor visits.
- Discussing completed visits with governors, prior to a report being made to the full governing body.

A number of governors are linked to particular subjects or areas of the school's provision. These links are as follows:

Subject/area of school provision	Name of governor
Safeguarding	Chris Simmons Liz Cairns
SEND	Chris Simmons Liz Cairns
Curriculum	Graham Slimmings
Cultures and communities: <ul style="list-style-type: none"> • French • RE • SMSC 	Sarah Richardson
Health and wellbeing: <ul style="list-style-type: none"> • PSHE • PE 	Carolynne Collins
The Arts: <ul style="list-style-type: none"> • Music • Art 	Chris Simmons
Humanities: <ul style="list-style-type: none"> • English • History • Geography 	Frank Reid
STEM: <ul style="list-style-type: none"> • Maths • Science • Computing • DT 	Mark Tilling Pauline Southeran
Early Years	Vicky Folland

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4. Annual schedule

EHT Sue Sharpe									
HOS Maxine Newbury		EHT Sue Sharpe		DHT Kate McIntyre					
Graham Slimmings									
Faculties									
Early Years	Vulnerable Pupils	Inclusion & SEND	Cultures and Communities	Health and Wellbeing	The Arts	Humanities		STEM	
						English Core		Maths Core	
						K. Wrigglesworth		L. Preston	
						Sam Davies		Grace Lenihan	
LF Lead	GF Lead	FED Lead	FED Lead	Federation Monitoring Lead					
Jo Wainwright	Dani Ellsbury	AHT Emma Bestford	AHT Carolyn Lakin	Jo Wainwright/Dani Ellsbury	Carolyn Lakin/Dani Ellsbury	Emma Bestford	Kate McIntyre/Sam Davies	Louise Preston/ Grace Lenihan	
		Chris Simmons Liz Cairns		Sarah Richardson	Carolynne Collins	Chris Simmons	Frank Reid	Mark Tilling Pauline Sotheran	
		Student Councillor		Student Councillor	Student Councillor	Student Councillor	Student Councillor	Student Councillor	
		PSAs	GF SENDCO	Faculty Lead					
Diane Youll Clare Taylor		Dani Ellsbury		SMSC Vicky Robertson	PSHE Trudi L Fraser	Art Kelly Flounders	Diane Cook	Science H. Blundell	
Vicky Folland		* Vulnerable Pupils Report	* SEND Report * SEND T&L - Qof Ed Report	MFL H. Butterfield	PE&PSHE H. Stamp	Art/Music C. Pounder	Hist/Geog D. Flattley	Science G. Lenihan	
* Early Years Report				RE G. Baines	PE R. Newbry	Music L. Woodhouse	Hist/Geog S. Davies	DT C. Larkin	
				RE S. Whiteside		S. Dean			DT G. Baines
				* Personal Development Report * Behaviour & Attitudes Report * Qof Ed Report	* Personal Development Report * Behaviour & Attitudes Report * Health & Safety (Leadership) * Qof Ed Report				
				* Quality of Education Report					

Summer 2021

Subject	Governor	Staff Members	Date
French	Sarah Richardson	Helen, Dani	TBC
PSHE	Carolynne Collins	Trudi, Holly	TBC
Music	Chris Simmons	Luke, Maxine	TBC
English	Frank Reid	Kim, Sam	TBC
Maths	Mark T/Pauline S	Louise, Grace (KMc)	TBC
Curriculum Lead	Graham Slimmings	Kate McIntyre	TBC

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Autumn 2021

Subject	Governor	Staff Members	Date
RE & SMSC	Sarah Richardson	VR, S W, GB	TBC
PE	Carolynne Collins	Rebecca, Holly	TBC
Art	Chris Simmons	Kelly F, CP/EB/MN	TBC
History	Frank Reid	Dani F, Sam D	TBC
Science	Mark T/Pauline S	Heidi, Maxine	TBC

Spring 2022

Meeting focus to be decided by staff and governors based on previous meetings

Subject	Governor	Staff Members	Date
C&C Faculty	Sarah Richardson	TBC	TBC
H&WB Faculty	Carolyn Collins	TBC	TBC
The Arts	Chris Simmons	TBC	TBC
Geography	Frank Reid	Dani F, Sam D	TBC
DT	Mark T/Pauline S	Catherine, Gemma	TBC
Computing	Mark T/Pauline S	Emily, Holly	TBC

Each Meeting lasts 1 hour. Focus 30 mins Golden Flatts, 30 mins Lynnfield with exception of English and Maths where each subject takes 1 hour per school.

5. Etiquette

- Governor visits are not a form of inspection, and governors will not make judgements concerning teaching or other areas of school provision in any official capacity.
- Governors will avoid visiting classrooms where their own children are present.
- Governors will not pursue personal agendas during visits.
- Governors will remain flexible and understand that the schools must make pupils' education the priority, and that this may sometimes lead to the rearranging of visits.
- Governors will never visit the school unannounced.
- Visits are not an opportunity for governors to check on individual children or monopolise the time of staff.

6. Preparing for a visit

Governors will arrange visits at least one week prior to the date of the proposed meeting. Visits will be booked and confirmed through Mrs Waite (Lynnfield Office).

Before a visit, governors will:

Agree a clear, purposeful focus for the visit. Depending on the area this initial discussion will be with:

- EHT in relation to safeguarding, attendance and SEND
- HoS Golden Flatts in relation to Early Years
- DHT Lynnfield in relation to the Key Stage 1 and 2 curriculum

This discussion will consider how the area of focus will be identified and observed during the visit.

Discuss the context of the monitoring meeting and any activities to be observed.

Refer to the Annual Schedule to ensure the visit's focus is strategic and in line with the school's priorities for improvement.

Read the documentation relevant to the focus of the visit and consider the key questions set out in the Curriculum Governor Meeting Record (Appendix A).

7. During a visit

During a visit, governors will:

- Adhere to their agreed role at all times.
- Make sure they do not interfere in the day-to-day running of the school.
- Where visiting activities involve lesson observations, not ask questions, interrupt the teacher or distract pupils during the lesson.
- Spend time in a classroom only when there is a clear reason for doing so.
- Adhere to confidentiality agreements.
- Adhere to the agreed times and purpose.
- Be sensitive to the needs of the pupils and the wider school community.

8. After a visit

After a visit, governors will:

- Thank the staff, and pupils where appropriate, involved in the visiting activities.
- Discuss the visit with the staff involved in the visiting activity at their convenience.
- Provide feedback regarding the visit to the full governing body.

After a visit, governors will not:

- Break confidentiality agreements.

9. Providing feedback

If governors have visited a lesson a time will be agreed between the governor and staff, at the staff members convenience, to discuss what was observed during the visit.

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During the discussion, governors will adhere to the following framework:

- Ask staff for their views on what happened during the visit
- Present governors' observations
- Provide positive feedback
- Raise any issues
- Ask further questions
- Thank staff for the opportunity

By the end of the subject monitoring visit, both the governor and staff members will be clear as to what information will be shared with the Executive Headteacher and full governing body.

The Curriculum Governor Meeting Record will be completed as soon as possible after the visit.

The Executive Headteacher and governors will discuss the content prior to the distribution of the proforma.

A copy of the completed proforma will be provided to:

- The Executive Headteacher
- The Faculty Leader
- The relevant staff members
- The Clerk to Governors

A copy of the report will be circulated to all governors at the next appropriate committee or governing body meeting.

The governing body will ensure all board members have the opportunity to discuss and ask questions regarding the final report and the visit undertaken.

10. Monitoring and review

The Executive Headteacher will review this policy on an annual basis and make any changes necessary.

Review Date: August 2021

Reviewed by: S. Sharpe

Approved by Governors:

Next Review Date: September 2022

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Curriculum Governor Meeting Record

School:		Faculty:		Subject:		Governor:	
Date:		Faculty Lead:		Subject Lead:			

1. The federation vision and how it is reflected in our curriculum	2. The role of the knowledge organisers/bigger picture and their use
<p>How does your curriculum reflect your school's context? What values have guided your decisions about the curriculum you have in place? How does it empower disadvantaged and minority groups to ensure parity? How does your curriculum reflect national policy – British values? Can you explain the focus, rationale and impact of staff training on the curriculum? How does this curriculum support the school's cultural capital?</p>	<p>Are the objectives for the curriculum clear to everyone? How do you know that the children are learning? What is the learning environment like? To what extent do teachers find the knowledge organisers a key document in planning their sequence of teaching? To what extent do the knowledge organisers support teachers to bake into their lessons the wider school drivers/priorities such as, 'developing pupil's vocabulary'?</p>
3. Curriculum intent and implementation within the foundation subjects including the role of the faculty structure and the development of SMSC across the whole curriculum.	4. Assessment/Monitoring and Support
<p>What is your curriculum designed to do? Is it ambitious? How do you know? Why is the curriculum shaped the way it is? How do you know it is working? To what extent is the curriculum plan a progression model that builds on skills and knowledge in an interconnected way? What are objectives for your curriculum? – What do you want them to know by the time they leave? How does your curriculum plan set out the sequence and structure and how has that been implemented? What should I expect a lesson in our federation to look like? What more should we aim to achieve in this subject... this term,this year.... next year? How will that be achieved? How will you know?</p>	<p>What is the purpose of the assessment and what does it look like? What are the reasons for differences in effectiveness of some areas in this subject and not others? How does the formative assessment impact on teacher's workload? (new F&M policy?) What is the impact of this assessment? What does internal data look like and what do you do with it? How well is this subject being taught across the school from EY to Y6? How do you quality assure the curriculum and in what ways is this making a difference? How have you modelled the curriculum? Do you take feedback from staff and are aware of the areas they feel they need more support with? What does this support look like?</p>
5. Early Years	6. SEND
<p>How is the early year's curriculum design different for this subject? How do you know the children are learning what is intended for them to learn?</p>	<p>How is this curriculum adapted for SEND pupils to ensure they make progress from their own starting points?</p>
7. Disadvantaged and Vulnerable	8. Pupil Outcomes
<p>How is this curriculum adapted for D&V pupils to ensure they make progress from their own starting points?</p>	<p>What does internal data look like and what do you do with it? Broadly, to what extent are pupils across the school achieving what you expect and better in this subject? Are standards rising/improving in this subject? How do you know? Are the standards in written tasks as high as would be seen in pupils English books?</p>

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