



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY



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# GOVERNOR'S MONITORING VISIT POLICY

JUNE 2023

To be reviewed: September 2024



## **Rationale**

The Governing Body at Sacred Heart Catholic Primary School & Nursery has a responsibility to keep in touch with what is happening in the classroom. Although their role is strategic, it is important that they have some understanding of the practicalities of the job. Meeting children, talking to staff and seeing lessons underway will help members of the Governing Body to understand some of the issues they are required to discuss and make decisions about with greater clarity.

## **Objectives**

The Governing Body should aim to:

- “ Inform their decision-making by having visited at least one lesson during the year.
- “ Be aware of the feelings of members of staff and the issues they face by having had a more lengthy discussion with at least one member of staff during the year.
- “ Read and keep up-to-date with school newsletters and other documents that are set out.
- “ Keep up-to-date with their nominated class, introduce themselves and spend time discussing the school with some of the children from the class.

## **Roles and Responsibilities**

Some of our Governors are already linked to a particular subject, area and class. They are:

English Governor

Numeracy Governor

Religious Education Governor

Early Years Governor

Governor linked to Special Needs (SEND)

Safeguarding Governor

Mental Health and Wellbeing Governor

In addition to this, we aim to link most Governors to a subject they have a particular interest in. This does not mean that their visits should be exclusively geared to that subject. However, it is anticipated that at some point during the year they will take time to talk to the subject leader.

We also believe it is important that Governors take a particular interest in one class and class teacher to whom they can describe their role. The following are the class links established at present.

Early Years – Gill Smith

Class 1 – Gloria Latham

Class 2 – Sue Robinson

Class 3 - Anxhela Syziu

Class 4 – Rudi Palmieri

Class 5 - Terrence Kirwan

Class 6 – Father FitzGerald

**The annual schedule of visits is as follows:**

<b>Term</b>	<b>Visiting Governor</b>
Autumn 1	<ul style="list-style-type: none"><li>• Early Years Governor</li><li>• Safeguarding Governor</li></ul>
Autumn2	<ul style="list-style-type: none"><li>• Headteacher /PM Governors</li><li>• English Link Governor</li><li>• SEND Governor</li><li>• Educational Visits Governor</li><li>• GDPR Governor</li></ul>
Spring1	<ul style="list-style-type: none"><li>• Safeguarding Governor</li><li>• Maths Link Governor</li><li>• Resources Governor</li></ul>
Spring2	<ul style="list-style-type: none"><li>• Religious Education</li><li>• Metal Health &amp; Wellbeing Governor</li></ul>
Summer1	<ul style="list-style-type: none"><li>• Health and Safety Governor</li><li>• Pupil Premium Governor</li></ul>
Summer2	<ul style="list-style-type: none"><li>• RSHE Governor</li><li>• PSHE / Equality Governor</li><li>• Well being Governor</li></ul>

It is the responsibility of each Governor to introduce themselves to the teacher and class and make themselves available according to the demands of the timetable and school year.

**The benefits of visiting classrooms:**

Closer links between Governors and teachers has potential benefits to both.

**For governors these include:-**

More informed understanding of classroom life and practice.

Opportunity to meet and chat with the children.

Opportunity to meet class teachers and put faces to names.

Seeing policies and schemes of work in action

Finding out what resources are being used and what are needed.

**For Teachers these include:-**

Opportunity to find out more about the role of the Governor.

Having chance to illustrate the theory and policy in practice.

Opportunity to draw attention to any issues or questions they wish to raise.

Opportunity to reflect upon practice through discussion.

## **What to Avoid**

It is important for all parties to note that governors' visits are not a form of inspection and do not involve governors making a judgement about teaching in any official capacity. That remains the responsibility of the Headteacher and other education professionals.

It might be wise for governors to avoid visiting classrooms where their own children are present. It can cause discomfort for everyone! They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct as it is outlined here.

Please remember that members of staff are very busy people whose first priority must be the children. There may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and flexible in your expectations. No two days are ever the same. Keep an open mind about what you see. Education and classrooms have perhaps changed a great deal since you were at school and practice may be very different. By all means ask questions (preferably at the end of the lesson) but be sensitive to the extra demands of differentiation and inclusion that teachers now face.

## **Before the visit**

Arrange details of visit.

Agree purpose of visit

Discuss the context of the lesson to be observed.

Agree role within the lesson

Do not turn up unannounced

## **During the visit**

Keep to the role agreed

Keep questions for the class teacher until after the visit is over

Please remember confidentiality

Stick to the times and purpose agreed

Be sensitive to the mood in the classroom and the expectations of the children.

Assume a different role

Try not to assume a too formal or intimidating presence

Don't interrupt the teacher

Don't distract the pupils from their task

## **After the visit**

Thank the teacher and the pupils

Discuss the visit with the teacher at their convenience

Feedback to the governing body

Leave without acknowledgement

Break rules of confidentiality

Conducting the observations

## **After planning your visit with the class teacher or subject coordinator you might have agreed to:**

Take part in a lesson acting as classroom helper during your visit

Do a formal observation-taking no immediate role other than talking to the children about what they are doing

Work with a small group

Introduce yourself to your linked class and answer any of their questions

Meet with the class teacher or coordinator to discuss particular issues or set the context

Observe - focussing on an agreed area/issue that the class teacher would like some feedback on e.g. the involvement of a particular group of pupils.

Please remember that observations do not require judgement on the teacher.

## **It might also be useful to clarify some 'what ifs' beforehand. For example:-**

What if I see children misbehaving when the teacher doesn't?

What if a pupil asks me how to do something?

What if I have a suggestion to make?

## **Providing Feedback**

It is important that a time is agreed between yourself and the class teacher to discuss the lesson you have taken part in or observed. During this feedback you might refer to notes you have made. The structure might include:

1. Asking the teacher for any further clarification of the lesson or for their views on how it went.
2. Giving your own impressions on what you saw
3. Providing any positive comment.
4. Raising any issues that appeared to develop.
5. Any further questions you might have

6. A summary of the feedback you will be giving to the governing body.

At the end of the feedback both you and the teacher should be clear about what you will be sharing with the governing body- there should be no surprises!

The Governors' visits to classrooms pro forma should be completed as soon as possible after the visit. It should reflect the discussion you have had with the teacher. The report should be copied to:

The Headteacher

The subject leader

The teacher concerned

### **Policy Review**

The policy should be reviewed every two years. The key questions should be:

Has every Governor visited at least one lesson during the year?

Has each Governor made links with their allocated class?

Has every Governor had a conversation with the subject leader they are linked to?

Are our visits achieving the potential benefits identified in this policy?

Have there been any unexpected benefits?

How can we make policy and practice even better?