# Governor's Monitoring Policy

| Governing Body Committee responsible: | | Full Board | |
|---|---|---|---|
| Approval granted: | 28 November 2016 | Review date: | 27 November 2019 |

> "God gave Solomon great wisdom and understanding, and a mind with broad interests."
>
> *1 Kings 4:29*


> "The wisdom of the past will teach you. The experience of others will speak to you…"
>
> *Job 8:10*


> "The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."
>
> *SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012*

## Introduction

The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and hold if accountable its conduct and performance.  Visiting the school is the best way to learn how it functions, and to keep under review how it operates so that you can increase the governing body's first hand knowledge, informing strategic decision making.
Visits should generally relate to the priorities determined by the School Improvement Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose.  Governors should arrange their visits with the head teacher who has the responsibility of the day-to-day management of the school.

## Rationale for the Policy

- We firmly believe that monitoring, evaluating and reviewing are key to the working of any school if it is to continually develop and progress.
- Monitoring will be conducted in an atmosphere of professional support, mentoring and, if needed, coaching.
- The aim of our monitoring is to praise, help staff improve and achieve the best for our pupils.
- A pattern of different types of monitoring and reviewing are established throughout the school, with middle leaders being held to account for their departments.
- Monitoring informs the target setting process and feeds into our school priorities, SEF and SDP.
- To establish a realistic picture of staff performance standards through creating a 'Teaching over Time' folder for each member of the teaching staff.

## Purposes of visit

**For governors, the benefits are:**
- To recognise and celebrate success;
- To develop relationships with the staff;
- To get to know the children;
- To recognise different teaching styles;
- To understand the environment in which teachers teach;
- To monitor policies in action;
- To inform decision making;
- To find out about resources.

**For teachers, the benefits are:**
To ensure governors understand the reality of the classroom.
To get to know governors.
To understand better the governors' roles and responsibilities.
To have an opportunity to reflect on practice through discussion.

To highlight the need for particular resources.

## What a visit is not about
- A form of inspection to make judgements about professional expertise of the teacher.
- Checking on progress of own children.
- Pursuing personal agenda.
- Monopolising school/teacher time.

# Protocols for visits

## Meeting Guidelines
- The Governor should arrange a mutually convenient date and time to meet the relevant Head of Department, College Leader or Senior Leadership Team member. The initial 1:1 meeting will be to discuss the curriculum, planning and anything else the teacher feels the Governing Body should be made aware of. Reference to the subject's development plan is essential.
- The Subject Governor should then arrange a mutually convenient date and time to visit a lesson via the subject co-ordinator. The visit should be coordinated with the school's calendar which notes the monitoring activities across the year.
- Classroom visits can be for half a single lesson.
- Consideration should be given to the total number of lesson visits that can take place in a given period without disrupting the work of the school.
- New Governors may prefer a settling in period before volunteering or being offered a subject responsibility. New Governors will be offered a Mentor Governor when they assume a responsibility to make introductions to the staff and pass on best practice as required.

## Lesson Visit Guidelines
The focus of the visits will be to ensure the governors understand how the curriculum is delivered. They may also be in conjunction with the School Development Plans and in line with what has been discussed at the 1:1 meeting.
- Governors visit to learn more about the school and to gather information to inform the governing body's decision making. It is not a Governor's role to judge directly the quality of teaching: monitoring staff performance is the responsibility of middle and senior leaders. However, it will be helpful for governors to visit lessons in the company of the middle or senior leaders. This process will allow governors to gain valuable experience in recognising the quality of teaching when placing their own experience of the lesson alongside the monitoring by school leaders.  On arrival at the school, governors need to be punctual, sign in and wear the name badge. On arrival in the classroom the governor will be discreet: the teacher will introduce you when ready.  If possible, we encourage participation rather than observation from the back of the Room. Governors will need to think carefully about what they say and do during the lesson. Be courteous, tactful, positive and interested. Avoid criticism and never make a comment on the teacher's conduct of the lesson or on individual pupils.
- Governors will remember that they are a representative of all the governors: what is said and done will be understood by the staff to be the views of the governing body as a whole.

- It is recommended that making promises on behalf of the governors should not be given, but rather there is an offer to take comments, questions or requests from staff and pupils to the Principal and the next relevant governors' meeting.
- Aim to keep note-taking to a minimum and ensure that you make a record of your visit as soon as possible afterwards.
- If governors witness something that concerns them, then discretion should be used; asking the teacher at an appropriate point, or talking with the middle or senior leader later on.
- There is no specific protocol about parent governors visiting their own child's class as this may be inevitable. However please ensure that all classes are equally visited.
- Confidentiality is paramount and nothing that is viewed within the classroom should be discussed outside the remit of the Governing Body.
- Be aware of, and adhere to, the school's Safeguarding Policy.
- Before governors leave, it is suggested that thanks are extended to staff for supporting the role of governor.

### Reporting Guidelines
- A draft of the Visit Report should be forwarded to the Principal and the Head of Department / Senior Leader who supported the visit.
- The draft should be open to amendments that are offered by staff. A final draft is agreed with the middle or senior leader.
- Each visit record should be sent to the Clerk to the Governors who will place a copy in the Report to Governors.
- The Record Visit template must be used to report the visit. It is to be completed electronically and emailed it to the Clerk.

## Biennial programme of visits

A programme of visits should be planned and spread evenly across the school year. Each subject and specific areas are considered over a two-year cycle.

## Preparing for a visit

- Check the agreed policy for governors' visits.
- Clarify the purpose of the visit. Is it linked to the School Development Plan or the same for a subject area? What are the relevant school policies? How does this determine the areas I am interested in?
- Discuss an agenda with the Heads of middle or subject leader well in advance. Make sure that the date chosen is suitable.
- It might be possible for you to see a copy of any documents beforehand. Discuss with the middle or subject leader if any supporting information is available – Ofsted report, development plan, performance data.

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- Be aware of the school's forms for the recording of monitoring activities (see appendices).
- Be clear beforehand exactly what you are looking for. Try to prepare questions in advance.

## During the Visit

- Remember you are making the visit on behalf of the governing body, it is not appropriate to make judgements regarding the quality of teaching and learning or to make promises on behalf of the governing body.
- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children.
- Remember it is a visit not an inspection.
- Observe discretely.
- Don't distract the teacher during the lesson from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical.
- Interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff and pupils.

### Things to observe when visiting a classroom
- Relationship between staff and pupils.
- Relationships between pupils.
- Variety of teaching styles.
- Availability and role of support staff.
- Behaviour and attitude of pupils — are they attentive, motivated, listening, questioning, responding?
- Enjoyment and enthusiasm of both staff and pupils.
- How the pupils are grouped.
- How different abilities are catered for.
- Children's 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.

### Possible questions for leader / governor discussion
- What is your vision for the subject?

- Do you have a set of minimum expectations?
- What were the OFSTED findings about the subject?
- What are the strengths of the subject?  How do you know?
- How do you keep a track of standards and progress in the subject?
- What differences (if any) are obvious between specific groups of pupils?
- What professional development has been actioned this year?
- What improvements have you made/planned for this year in the subject?
- What resources does the school have for the subject and how are these organised?
- How has the budget for this area been spent?
- Are there any additional resource needs?
- How do you help develop other teachers' skills in teaching the subject?

## After the visit

- Discuss what you have observed with the middle or senior leader.  Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom?  If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Be open, honest, positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Submit your 'Record of Governor Visit' to the middle or senior leader for approval.
- Reflect: how did that go? Has the visit enhanced relationships?  Have I learned more about the school?  Have I helped the governing body fulfil its duties with regards to challenge and accountability?

**Reporting your visit** – completing your 'Record of Governor Visit'
- Write a short summary of what you learned during the visit and the overall impression that was made.  This will be easier if the visit had a focus.
- You must circulate a draft to the middle or senior leader for them to check the accuracy and clarity. Be prepared to amend it.  Aim to achieve a report that is agreed by those involved.
- Provide this report to the clerk for circulation within the next Report to the Governors.

## Visit Focus

Although not an exhaustive list visits may focus on:
- Particular key stage, year, specific pupil groups.
- The use made of the buildings or the site.
- Special educational needs.
- Literacy and Maths.
- The use of ICT equipment.

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- The impact on the school of any recent changes.
- Behaviour.
- Implementation of particular policies.

## Informal Visits

Visits may also take place in an informal capacity.  It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

The chair and vice-chair making a regular visit to see the Principal.

To lend a helping hand with a school event.

To get information from the clerk relating to a committee meeting.

To help in a class.

Attend a school function or educational visit.

# Appendix 1

**Record of Governor Visits**

Name of Governor:                                          Date:

Which key priorities of the school were relevant to this visit?
a)
b)
c)
d) General monitoring of the life of the school

Your particular role today:

What did you see?  E.g. Lesson observation, concert, sports day, meeting with subject leader.

Who did you talk to? Children, staff, subject leader, SLT, other governors, parents, other.

What impressed you? E.g. Achievements of the children, the level of parental engagement, the learning environment, the use of resources, the interest of the children.

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What do you want to find out more about? E.g. Any clarification needed, concerns to be raised, development opportunities for the school, things you would like to have seen, exciting new ideas.

Do your observations agree with the monitoring already done by the school? Giving reasons why is helpful, and referring to the data from internal monitoring is useful.

Who did you share the observations of this visit with?

# Teaching Criteria

| | Exceeding Expectations | Meeting Expectations | Improvement Needed | Cause for Concern |
|---|---|---|---|---|
| **Pupils' progress and learning** | Almost all pupils and groups of pupils make sustained progress and learn 'exceptionally well', that leads to outstanding achievement. | The large majority of pupils and groups of pupils (incl. SEND, disadvantaged pupils and most able) make better than expected progress in lessons and over time. | The large majority of pupils and groups of make 'expected' progress. | Progress is inadequate. Significant numbers of pupils, or groups of pupils currently in the department are making very little progress. |
| **Planning** | Differentiation is explicit in all lessons.  Planning clearly evidences appropriate challenge for all students. Learning tasks are challenging; match pupils needs 'accurately', including setting differentiated and appropriate homework. | 'Well-developed' subject knowledge. Planning is 'effective'. Tasks are challenging; match most pupils' needs; enthuse and motivate. Effective strategies are used, including setting appropriate homework | Individual needs are 'usually' met. | Learning activities are not sufficiently well matched to pupils' needs. |
| **Teaching** | The very large majority of teaching is good of which a majority is outstanding. Teachers are very knowledgeable, highly enthusiastic and effective in deepening pupils' knowledge & understanding. Teachers have consistently high expectations of all pupils. | The large majority of teaching is good. Some is outstanding and very little, if any, is inadequate. Expertise motivates and encourages pupils. Teachers' knowledge 'enables learning to be fully developed'. Teachers have high expectations of all pupils. | The majority of teaching has some good elements. There are no endemic inadequacies in particular subjects or year groups. | Expectations are inappropriate. Teaching fails to promote learning or the progress of sizeable groups |
| **Literacy and mathematical knowledge** | 'Every opportunity' is taken to develop skills such as reading, literacy and mathematical skills. Pupils develop and apply a wide range of skills 'to great effect'. | Literacy and mathematical knowledge is taught effectively throughout the department.  Pupils develop and apply a wide range of literacy skills well. | Staff understand how the lessons will improve literacy and mathematical skills however links are not always exploited. Therefore pupil progress consequently needs improvement. | Learners generally, or a significant minority of learners, do not make adequate progress in their literacy and mathematical skills. |
| **Assessment** | Teachers check pupils' understanding systematically in the very large majority of lessons. Marking is constructive, accurate and of high quality. Pupils understand how to improve their work and are able to reflect upon marking. | Assessment is consistently accurate. Teachers listen, observe and question skilfully. Oral and written feedback is detailed and accurate. Pupils know how well they have done and how to improve. | Pupils' work is actively monitored. Learning is assessed carefully, but not always rigorously enough. General misconceptions are picked up. Marking and reflection is usually occurring. | Little evidence of continual and sustained assessment. Marking is variable and development comments are rarely used. |

# 'Teaching over time' Observation

| Member of staff observed: | | Subject: | | Date: | |
|---|---|---|---|---|---|
| Observer: | | Room/Group/Set: | | Period: | |
| Year:<br>*(Please circle)* | 5  6  7  8 | Number of books or students work reviewed: | | Time: | |

| | Key Heading | Further details |
|---|---|---|
| **(WWW)**<br>**What Went Well?** | 1. | |
| | 2. | |
| | 3. | |
| **(EBI)**<br>**Even Better If…** | Key Heading | Further details |
| | 1. | |
| | 2. | |
| | 3. | |

| **Evidence of SMSC and Cross-curricular links** | |
|---|---|

**Please suggest a possible CPD activity to help the member of staff secure the 'Even Better Ifs' you have listed above:**

| Observer signed: | |
|---|---|
| **Shared with SLT?** | Yes☐  No ☐ |
| **Shared with HoD?** | Yes☐  No ☐ |
| **Shared with teacher?** | Yes☐  No ☐ |

# 'Teaching over time' Learning Walk

**Member of Staff:** _____

| Date: | Group: | | Date: | Group: |
|---|---|---|---|---|
| Subject: | Lesson: | | Subject: | Lesson: |

| Focus | Summary | | Focus | |
|---|---|---|---|---|
| **1. Does questioning and explanations improve the learning?** | | | **1. Does questioning and explanations improve the learning?** | |
| **2. Are Literacy links and writing opportunities exploited to the maximum?** | | | **2. Are Literacy links and writing opportunities exploited to the maximum?** | |
| **3. Are all ability groups catered for? Are pupils challenged?** | | | **3. Are all ability groups catered for? Are pupils challenged?** | |
| **4. Are staff making use of and embedding the 'Super Heroes Learning Roots' in lessons?** | | | **4. Are staff making use of and embedding the 'Super Heroes Learning Roots' in lessons** | |
| **Even better if...** | | | **Even better if...** | |

**Please suggest a possible CPD activity to help the member of staff secure the 'Even Better If' you have listed above:**

**Remember:**
1. No grades! Feedback only.
2. Use Teaching Criteria as reference.
3. Look in books / talk with students.
4. Observe the teaching, not the teacher.

| Observer signed: | |
|---|---|
| **Shared with SLT?** | Yes☐  No ☐ |
| **Shared with HoD?** | Yes☐  No ☐ |
| **Shared with teacher?** | Yes☐  No ☐ |

# 'Teaching over time' Book Trawl

**Member of staff** _____ **Date:** _____ **Number of books and subjects:** _____

| Focus | | | | |
|---|---|---|---|---|
| 1. Each piece of work marked. | Little evidence | Some evidence | Lots of evidence | Additional Comments and suggestions for CPD. |
| 2. Teacher comments support and enhance the progress of pupils. | Little evidence | Some evidence | Lots of evidence | |
| 3. Spelling, punctuation and grammar corrected. | Little evidence | Some evidence | Lots of evidence | |
| 4. Presentation highlighted if needed. | Little evidence | Some evidence | Lots of evidence | |
| 5. Evidence of Literacy/Numeracy links | Little evidence | Some evidence | Lots of evidence | |
| 6. Evidence that learning outcomes/objectives have been met. | Little evidence | Some evidence | Lots of evidence | |
| 7. Evidence of self/peer assessment | Little evidence | Some evidence | Lots of evidence | |
| 8. Marking policy being adhered to. | Little evidence | Some evidence | Lots of evidence | |
| 9. Reference and use of superheroes. | Little evidence | Some evidence | Lots of evidence | |
| 10. Evidence of reflection in books. | Little evidence | Some evidence | Lots of evidence | |

# Schedule for Governor visits

| Year 1 | | Year 2 | |
|--------|-----------------|--------|------------------------------|
| **Term** | **Governor visit** | **Term** | **Governor visit** |
| Autumn 1 | Physical Education | Autumn 1 | French |
| Autumn 2 | Mathematics | Autumn 2 | English |
| Spring 1 | Design Technology | Spring 1 | ICT |
| Spring 2 | Humanities | Spring 2 | Creative Arts |
| Summer 1 | Science | Summer 1 | Spiritual and Social Education |
| Summer 2 | SEN and G&T | Summer 2 | Safeguarding |

# School monitoring cycle

## Monitoring Activities include:
- Teachers' on-going reflection
- 'Teaching over time'
- Collective Worship/Tutor time
- Performance appraisal
- Departmental Action Plan (DAP)
- Line Management Meetings (LMM)
- School Development Plan (SDP)
- Data
- INSET/CPD
- Pupil/Staff voice
- Governors visits/reports

## Responsibility for Monitoring:
- Subject teachers
- Tutors
- Performance Reviewers
- Heads of Department (HoDs)
- College Leaders
- Senior Leadership Team (SLT)
- Governors

Monitoring Activity

Responsibility

Cycle of annual monitoring

Impact/Next steps

Evaluation Activity
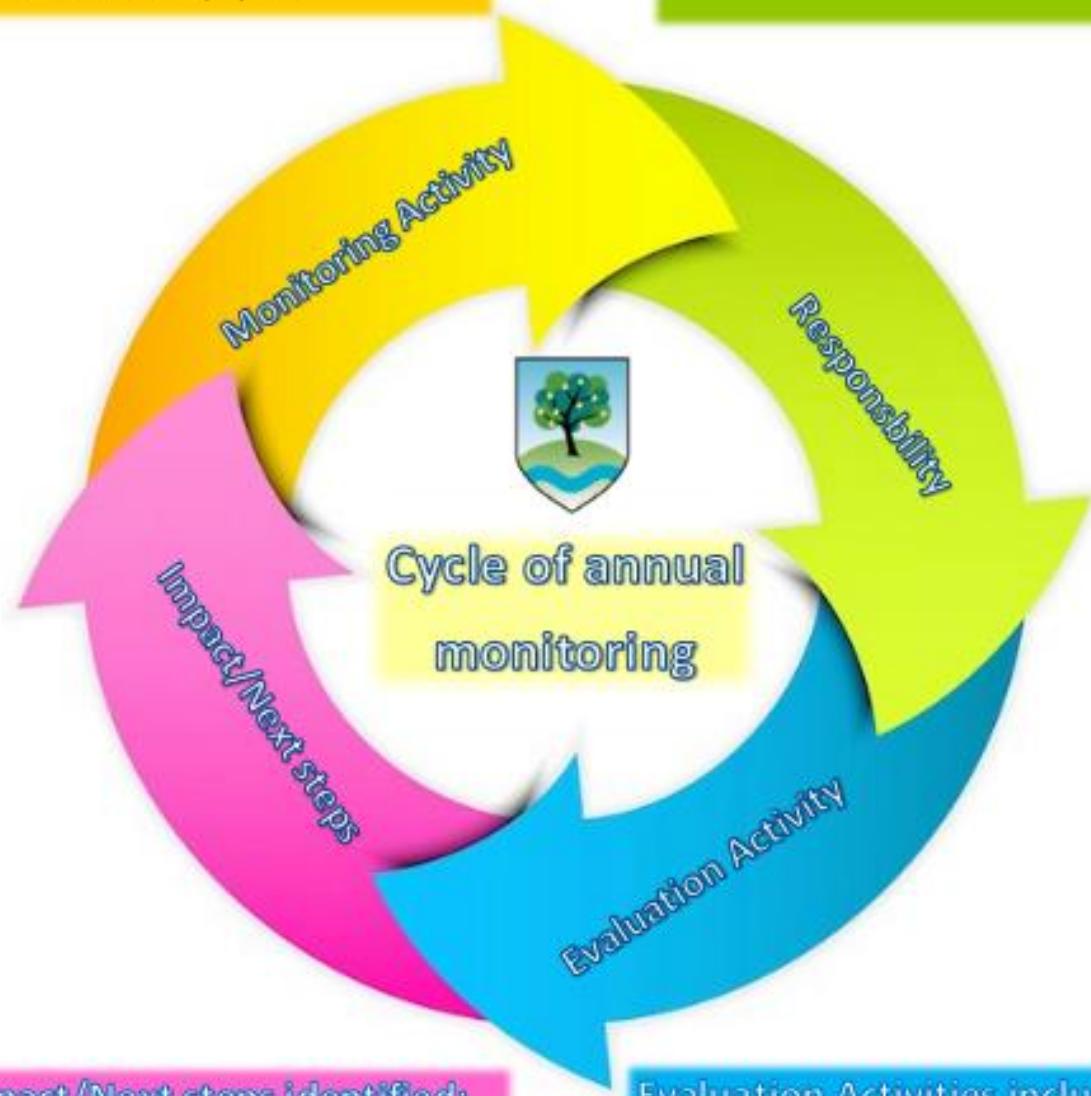
## Impact/Next steps identified:
- Teachers' professional reflection
- 'Teaching over time' monitoring
- Summaries/Overviews of RAP
- Analysis of data
- Line Management Meetings
- Pupil and Staff voice
- Academic results (progress and attainment)

## Evaluation Activities include:
- Raising Achievement Plan (Monitoring Forms)
- 'Teaching over time' forms
- Mid-year performance review
- Monday CPD
- INSET
- Data
- Governors Reports
- School Development Plan status review

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