



Governor Monitoring Policy

VALUE OF VISITING

1. Observe the range of attitudes, behaviour and achievements of the pupils.
2. Understand the views and values of the staff and pupils.
3. Evaluate the resources and the environment of the school.
4. Gain first-hand information to assist policy making and decision taking.
5. Governors are known and demonstrate their commitment to the school.
6. Observe the operation of policies.
7. Give active support to the activities of the school.
8. Develop an awareness of changes and different approaches to teaching and learning.

VALUE OF A POLICY

1. Demonstrate being a critical friend of the school.
2. Monitoring the progress of a development identified in the School Improvement Plan

FREQUENCY OF VISITS

1. A Governor to make two visits each term during school time to monitor and evaluate an agreed focus



ARRANGING AND PLANNING A VISIT

1. Agree a date and time with the Head (if possible two weeks prior to the visit).
2. Agree what you will do:
 - a. Time of arrival
 - b. Time of departure
 - c. Who you will see
 - d. Agree to meet the Head at the end of the visit
3. Remember that you are representing the governing body and are a guest of the school.
4. Remember to respect the professionalism of the teachers and to respect the children.

RECORDING A VISIT

1. The record should be completed and given to the Head and Clerk to the Governors.
2. It will be stored in the Governors' Monitoring Folder.

CONCLUSIONS

1. Be supportive of the Head and all staff.
2. Be calm
3. Ask questions: What, Why, How, Where
4. Beware giving opinions
5. Acknowledge that you represent the full governing body. As an individual governor you are a guest of the school.



Governor Visit Log

Date of Visit

Focus of Visit

Activities observed

Observations/comments

Please return this and discuss with the Head at the end of your visit.

Signed



Quality of learning	✓
- What are different groups and individual pupils <i>actually</i> learning as opposed to <i>doing</i> ?	
- Are pupils consolidating previous skills/knowledge or learning something new?	
- Can pupils talk about what they are learning, as opposed to simply describing what they are doing?	
- Are pupils working independently? Are they self-reliant - do they make the most of the choices they are given or do they find it difficult to make choices? To what extent do pupils take responsibility for their own learning?	
- How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?	
- Are pupils creative, do they show initiative?	
- How well do pupils follow routines/expectations?	

Enjoyment of learning and attitudes	✓
- Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?	
- Are pupils developing habits of good learning?	
- Are pupils happy with their work? Are they proud of it?	
- Are pupils interested in their work and in what they are learning? Or are they easily distracted?	
- How smooth is the transition from teacher input to group work? Do pupils settle to work easily?	

Assessment to support learning	✓
- Are pupils involved in assessing their own learning and progress?	
- Do pupils know what they are learning and why?	
- Do pupils have targets and do they understand what they mean/what to do to achieve them?	

Pupils' progress	✓
- What new skills and knowledge are pupils gaining?	

The quality of provision	✓
- Are activities challenging pupils of different abilities?	
- How well does marking identify strengths and diagnose next steps to improvement?	
- Are teachers alert to pupils' lack of understanding during lessons?	
- How effectively do staff use questioning to gauge pupils' understanding?	
- Are expectations of behaviour sufficiently high?	
- Are teachers alert to the social, emotional, and learning, needs of individuals?	
- What impact are any support staff having?	
- Are resources sufficient? Are they well matched to needs to support learning?	