Guildhall Feoffment Community Primary School

Governor Monitoring Policy

Approved by the Governing Body

Signed: _____ Chair of Governors

Document Title	Governor Monitoring Policy
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The purpose of this policy is to enable the Governing Body (GB) to work in partnership with senior leaders and school staff to challenge and support the drive for improvement through governors visits to the school.

Monitoring visits offer potential benefits to:

Governors	School staff
Establishing a collaborative approach that recognises the professional expertise, role and responsibility of school staff	Engaging collaboratively with the work of governors of the GB recognising their role in securing improvement
Establishing an overview understanding of the progress being made against the priorities identified in the School Development Plan (SDP) or in any LA improvement plan	Engaging in partnership with governors in evaluating progress against priorities in the SDP or any LA improvement plan; providing clear analysis as part of responsibilities identified in the SDP
Understanding the quality of teaching and learning and the impact of actions in place, including the use of performance management, to bring about improvement	To work as a team with governors through classroom visits and professional dialogue which deepen understanding of how effectively the school is meeting children's learning needs and improving progress
Observing policies and initiatives in practice	To demonstrate expected practice and engage in professional dialogue about the implementation of policy and its impact
Listening to the views of children through focused discussion and observation	To share pupils perceptions of school and their progress in learning in line with monitoring identified in the operational plan
Reviewing how resources, including the use of the Pupil Premium and any Catch-up funding, are used to support children's learning and effect improvement	To demonstrate the use of resources and contribute to analysis of their impact through professional dialogue and review identified in the SDP

Monitoring Visits

Each subject area and each whole school key priorities will be assigned to a named governor as agreed by the governing body.

Focus of Visits

- Progress made on a selected action from the agreed priority identified in the School Development Plan (SDP)

This may involve:

- Seeing teaching and learning in practice
- Discussions and interviews with staff and pupils against identified priorities
- Seeing examples of work scrutiny and impact

What governor visits are not about

The crucial point to note here is that governors' visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of the teacher. That remains a task for the headteachers and/or other education professionals. Governors' visits are not about:

- Making judgements about the quality of teaching
- Pursuing personal agendas
- Monopolising teachers' time
- Arriving with inflexible pre-conceived ideas

Ground Rules

Governors and staff should be aware of the protocols or ground rules. This will make visits moreuseful and productive

Protocols should include:

	Always	Never
Before	• Arrange details of visit with one of the headteachers or the subject leader and copy in the Chair of Governors • Agree the focus which is clearly linked to the SDP • Ensure link staff are fully briefed as to the purpose, time and expectation of the visit • Agree level of confidentiality • Agree purpose of visit • Discuss the context of the lesson to be observed	• Turn up unannounced
During	• Observe any class guidelines/rules • Fulfil agreed purpose	• Walk in with a clipboard • Interrupt the teacher • Judge the quality of teaching
After	• Thank the teacher and the pupils • Give the teacher the opportunity to debrief you at the end, if your visit included being part of a lesson • Debrief with one of the headteachers if required • Report back to the GB on progress and impact of the action using the reporting form	• Leave without a word

Being Prepared

Going into a classroom needs some preparation, some 'what if ...?' to agree what the governor will do. Below are a couple of examples together with suggested responses:

- What if I see students misbehaving when the teacher does not? Discuss with one of the headteachers after the visit.
- What if a pupil asks me how to do something? Ask them to think about the teacher's input and think about how to do it, or to discuss with a peer. Do not start to teach them yourself.
- What if the teacher has problems controlling the class? Again raise your views on this with one of the headteachers at the end f the visit.

If you identify any concerns whilst preparing for the visit, these should be shared with one of the headteachers prior to starting the visit. Any concerns arising during the visit should be raised with one of the headteachers as soon as possible.

Feedback

All visits to school following priorities identified in the SDP, Subject Action Plan or other priority identified by the GB. This will be reported back to the GB using the agreed reporting form. These will be circulated with the agenda for the meeting to ensure all governors are updated on progress.

What should the feedback cover?

- Progress of the allocated priority in the SDP
- What is working well
- Safeguarding in action
- What requires further development or amendment
- Issues for the GB

Commitment

Each visit should normally be around one hour duration. The monitoring visit calendar details the frequency of visits expected for each subject in line with subject deep dives and other key assessment points.

Planning Visits

Arrange with one of the headteachers or the link Subject leader directly.

Monitoring and Review

This policy should be reviewed annually at the end of the academic year.

Appendix

Examples of questions governors might want to ask

School development

- What progress is being made to the priorities in the SDP which are linked to pupil outcomes?
- How do senior leaders identify improvements and progress towards meeting the priorities outlined in the SDP?
- What is the SLT's current evaluation of the quality of teaching across the school?
- How are pupil outcomes used to influence school improvement?
- How are subject leaders held accountable for development in their subject area and the progress of pupils in their subject?
- What arrangements are in place for ensuring support staff are utilised effectively and efficiently?
- How is the performance management process used to support improving outcomes for pupils?

Pupil progress and attainment

- How many pupils in each year group are on-track to meet end of year expectations?
- How is progress towards end of year expectations monitored and evaluated?
- How are targets set for pupils and year groups?
- How do end of year targets compare with previous local and national figures for similar schools?
- If pupil progress and attainment is not on track to meet end of year targets, what interventions have been put in place to address any issues?
- How and when is pupils' in-year progress and attainment assessed?
- How is pupil progress tracked for all year groups and how is this information used to inform teacher planning, and improving outcomes?
- How do teaching staff and the SLT ensure that lower attaining pupils are identified early and correctly?
- What interventions are put in place to enhance the learning of lower attaining pupils?
- How do teaching staff and the SLT identify higher-attaining pupils?
- What processes are in place to ensure that higher-attaining pupils are appropriately challenged in their learning?
- How and when is the impact of interventions measured and how is this information used?
- How often are pupil progress meetings held with staff?
- How is the progress of specific groups of vulnerable pupils, e.g. pupils with SEND or disadvantaged pupils, considered as part of pupil progress meetings?
- How is the pupil premium grant used to secure positive outcomes for disadvantaged pupils?
- How is the impact of the pupil premium grant measured and evaluated?
- Is there anything further which the school could to do to ensure there is continued improvement in securing positive pupil outcomes?

Attendance and behaviour

- How is attendance data used to improve outcomes for pupils?
- Does the school have a Behaviour for Learning Policy in place?
- How do senior leaders monitor the impact of behaviour management in relation to outcomes for pupils?
- How is a positive learning culture embedded throughout the school?

Assessment and moderation

- How are individual subject leaders involved with planning and assessment within their subject across the school?
- How are teacher assessments moderated?
- To what extent does the school participate in external moderation?
- How does the SLT ensure that pupil assessment is accurate and reliable?
- How is information from pupil assessment used to inform teacher planning and improving outcomes?
- Does the school access and use external standardised tests as well as internal assessment? If yes, what is the impact on pupil outcomes?
- How does the school encourage feedback from pupils and their parents when developing the school's learning culture?

Pupils and parents

- To what extent do pupils participate in self-assessment and/or peer-assessment? What is the impact of this?
- How are pupils made aware of their individual learning development and targets?
- How are parents informed of their child's progress and attainment?
- How are parents helped to understand the school's processes for measuring and reporting progress and attainment?
- How does the school encourage feedback from pupils and their parents when developing the school's learning culture?

Training and CPD

- What training and CPD is in place to improve outcomes for all pupils?
- How do staff access research and examples of best practice when planning to improve pupil outcomes?

Speaking to pupils

When talking to children we would encourage you to use the language of exploration. Here are some suggested opening questions you might like to use:

- Tell me what that's like ...
- What do you like about ...?
- Can you tell me a bit more about that ...
- How does that make you feel ...?
- How do you manage ...?
- What do you like doing at ... / what is your favourite thing about ...?
- What do you think you are really good at doing?
- What do you find hard to do? / What do you find a bit tricky? Can you think of anything that helps you with this?
- Can you think of something that used to be really hard but is now much easier? Why do you think it is now easier?

It can also be helpful to provide more structured questioning if necessary, for example:

- If a pupil finds it hard to express themselves, it might help to give forced alternatives such as "Do you like reading by yourself or being read to?"

- Or to use more structured questions e.g. "Is there anything about ..... where things are kept (books, pencils, coats etc?)/any particular lessons/play time, lunchtime, assembly etc/the way people talk .... that makes things more difficult?"
- If a difficulty is identified then it is good practice to always following it up with "What might make it easier to ..... ?"