



# HUNDON AND THURLOW PRIMARY FEDERATION

*Laying the foundations for a bright future*

The Parable of The Wise and The Foolish Man  
(Matthew, Chapter 7, verses 24 to 27 and the Gospel of Luke, Chapter 6, verses 46 to 49)

## Governor School Visits Policy

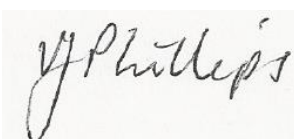
*NB: This policy has been discussed and considered for equality giving consideration to the protected characteristics ~ gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy or maternity and any other recognised area of discrimination.*

**Reviewed: Spring 2022**

**Date of next review: Spring 2024**

**Approved by the Full Governing Body**

Signed:  Headteacher

Signed:  Chair of the Governing Body

## 1. Aims

This policy aims to set and maintain standards of conduct that we expect all governors to follow when making visits to the school. Governors do not have an automatic right to enter Hundon Primary School or Thurlow CEVCP School. When they do so, they are invited guests.

This policy sets out the procedure which all governors are expected to follow when visiting the two schools in the Federation and how they are expected to report back on that visit to the governing board.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

## 2. Guidance and scope

This policy takes account of best practice and guidance from the [Governance Handbook](#) (section 3.4.2).

The Governing Body must know the schools in order to maintain robust accountability.

### 2.1 Governors are observers. Visits enable governors to:

Gain an informed view of the progress and performance of the school in relation to the strategic aims and the priorities of the Federation Development and Improvement Plan (FDIP) and,

- See the schools at work to develop a greater understanding of how well the school meets pupils' needs
- To better understand the environments in which teachers and staff work
- Observe the range of attitudes, behaviour and achievements, recognising and celebrating success
- Increase their first-hand knowledge of the schools to inform strategic decisions and policy making
- Establish and develop effective relationships with the Federation staff and work collaboratively with them
- To demonstrate the Governing Body's contribution to the Federation's self-evaluation process
- To develop the roles of Governors linked to their responsibilities as well as demonstrate the Governing Body's commitment to the schools
- To see policies and learning approaches in practice
- Give active support to the staff and the activities of the schools
- Be aware of the effect of change and different approaches to teaching and learning on all members of the schools' communities
- Understand the resources in use, evaluate these in discussion with staff as well as further requirements
- Show support and encouragement to staff and pupils through working in partnership
- Gather the views of stakeholders, including pupils, staff, parents and community .

## 2.2 Governors are not inspectors

Governors:

- › Will not assess the quality of teaching and learning in the classroom
- › Will not manage the schools in the Federation or interfere in the day-to-day operations of the schools

For those governors who wish to spend time in a classroom, they will make it clear about their purpose in doing so.

## 3. Visits programme

Governors will carry out regular school visits in order to meet the Governing Body's statutory obligation to monitor the schools' effectiveness.

### 3.1. Types of visits:

- › **Formal monitoring visits**, where governors discuss the progress of the school / Federation in a particular area with the relevant staff member. This may be carried out remotely, i.e. via Microsoft Teams
- › **Learning walks**, where governors will go around the school with the relevant staff member to get a feel for a particular area and are likely to talk to a range of staff members and pupils

Governors' monitoring may also include carrying out surveys and evaluating stakeholders' perceptions, especially gathering the views of pupils. They may attend meetings or carry out monitoring activities jointly with the Federation's Standards and Excellence Officer (SEO)

**3.2 Governors** will carry out school visits in line with the Federation's Monitoring Schedule or the Governors' Action Plan. All visits will be directed by a committee or the full Governing Body:

### 3.3 All governors will:

- › Carry out at least two monitoring activities in an academic year. These may be shared activities with another governor
- › Attend at least one school assembly or curriculum event in the year

## 4. Before a visit

### 4.1 Governors will:

- › Notify the Headteacher and the chair before scheduling a visit, even if the headteacher will not be involved in the visit.
- › Clarify the purpose and expectations of the visit in advance with the chair or the relevant committee chair, and the Headteacher.
- › Draw up a timetable and / or agenda for the visit with the relevant school leader / member of staff

- Ask the member of staff / school leader to inform staff and pupils of the visit
- Be sensitive to the numerous demands staff have on their time
- Send questions in advance to the staff member so everyone can feel properly prepared
- Be familiar with the Federation's safeguarding policies and procedures

## 5. During a visit

Governors should conduct themselves appropriately during visits in order to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent.

### 5.1 Governors will:

- Be on time, wear a visitor's badge, sign in
- Clarify the timetable / agenda with the school leader
- Use the agreed recording method for the visit. Photographs and videos are to be avoided unless specifically agreed with the headteacher for a specific purpose
- Remain as observers; they are not there to pass judgement on staff or inspect them
- Ensure all parties are clear about why a governor wishes to spend time in the classroom, if they wish to do so
- Check with teachers before speaking to pupils
- Pass on any concerns the staff raise with the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils
- Respect confidentiality arising from any aspect of the visit
- If a visit has been carried out jointly with a member of staff, participate in a shared debrief, agreeing the main points to be reported

### 5.2 Governors will not:

- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner that would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Raise concerns in the moment. Governors should note down any concerns they may have and raise them with the Chair of Governors or Headteacher after the visit

### 5.3 Federations leaders / subject leaders should:

- Always feel able to suggest an alternative date / time if the visit is not convenient.

- Ensure that each visit has an explicit purpose and focus, which have been agreed by all concerned.
- Prepare your class / classes for the visit of a governor.
- Welcome the governor when they arrive and introduce them in each class as appropriate.
- Be aware that a visit can be stressful for staff and governors alike.
- Inform the governor if you wish them to be involved in the lesson, and what it would be helpful for them to do.
- Ensure that the governor is not left alone with a class
- Raise any concerns over the visit with your line manager or the Headteacher.
- Remember governors are there to support and enquire and be an advocate for our schools so share positives!

## 6. After a visit

**6.1 Governors will** complete a written report as soon as reasonably practicable and within two weeks, using the form in the Appendix. In completing the report, governors will ensure to:

- Type the report if possible. This eases comprehension and circulation
- Use neutral language at all times
- Remain observational, and describe only what they see
- Focus closely on the agreed reasons for the visit, and its strategic role
- Not use the names of pupils. Initials of staff members may be used
- Agree any follow-up visits / discussions with the relevant member of staff.

**6.2 Once complete**, governors will submit their reports to the following people, in the following order:

- A more experienced governor for feedback - if they've been in place for less than 1 year
- The relevant staff member, both as a courtesy and to check for accuracy
- The Headteacher
- The Chair of the Governing Body or the relevant committee, as agreed
- Once the report has been agreed, it should be uploaded to Governorhub



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## GOVERNOR'S VISIT REPORT

Please send a draft to the member of staff for checking and upload to the Governorhub following your visit.

<b>Governor:</b>	<b>Date:</b>
<b>Leader:</b>	<b>School:</b>

<p><b>1. FOCUS OF VISIT,</b> including link to SDIP <i>(include the planned monitoring activity/ies i.e. learning walk, book look, pupil perceptions)</i></p>	
<p><b>2. QUESTIONS</b> <i>(What exactly do you want to find out?)</i></p>	<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>
<p><b>3. SUMMARY</b> Key points from observations /discussions linked to questions above</p>	
<p><b>4. PROGRESS / IMPACT</b> Progress in relation to SDIP. How does the visit evidence improvement?</p>	
<p><b>5. ACTION POINTS</b></p>	

What are the next steps? How will this monitoring be followed up?

Received and discussed with Headteacher:

Received by the Governing Body:

Follow-up comments