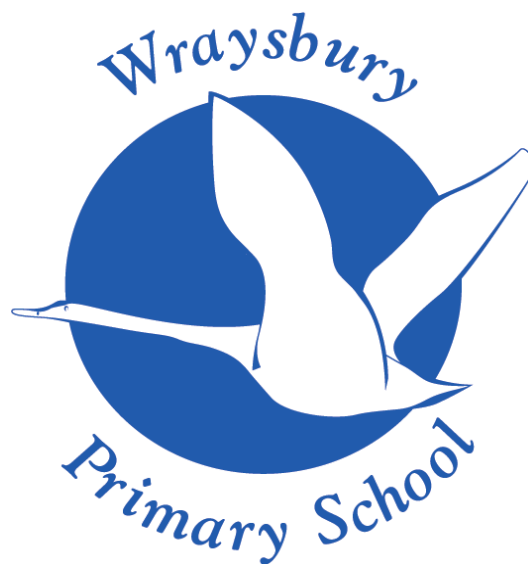


Governors into the Classroom Policy and the Role of the Subject Governor



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Governors into the Classroom

Rationale

Governing bodies have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum.

Ofsted judges the effectiveness of the Governing body, amongst other things, on how well-informed Governors are about the work of the school, and what steps they take to find out for themselves about how things are going.

It is also important that Governors who are carrying out analysis of performance data and agreeing targets for pupils' attainment are able to do so in the context of an understanding of what happens in the classroom.

Done well, and within a framework understood and agreed by all, classroom visits can add immeasurably to Governors' understanding of their school, its teachers and its pupils. This is in addition to evidence that has been gathered in a variety of other ways. Successful visits will reinforce the good impression that previous ones have made on staff, developing positive relationships between governors and staff.

Classroom visits should be carried out in a spirit of goodwill and within the ethos of Wraysbury Primary School. There is a morning set aside each year when Governors are invited into the classrooms and opportunities are offered to spend time in a variety of areas of the school and year groups.

Aims

Governors can use visits into school to gather evidence about a range of school issues. These include:

- The ethos and atmosphere of the school
- The motivation, morale, commitment and enthusiasm of staff
- Being able to recognise and celebrate success
- Getting to know the staff
- Getting to know the children
- Developing an understanding of the reality of the classroom
- Finding out whether the school provides a varied and stimulating environment
- Finding out whether the classrooms and learning areas are comfortable and inviting
- Finding out whether classrooms and learning areas are well-organised and a good place to learn in
- Finding out whether classrooms and learning areas are visually stimulating and how often the learning environment is updated.

Visits into school can supplement the information gained through Subject Leader/Subject Governor Meetings.

Teachers can also benefit from classroom observations. They can:

- Demonstrate and celebrate success

- Get to know the Governors
- Develop further their understanding of Governors' roles and responsibilities
- Demonstrate the reality of the classroom
- Highlight particular areas of need.

Before visits

- Governors must be secure in the knowledge of their role
- They must be able to find information for themselves
- They must have a broad basis of knowledge of how the school is run
- The rationale for that visit must be explicit to all involved
- Governors will discuss before the visit, who they are visiting, when for how long and what in particular they are hoping to find out about. – Governors in school day and Governor Subject Leader meetings however are timetabled due to the complexities of organising cover, and ensuring that the appropriate lessons are being taught at the time of the visit
- Staff must have the opportunity to decide if the visit is convenient at the time planned
- How feedback will take place must have been made explicit
- What will happen to information gained during the visit must be clear to all involved
- Staff must be clear about how the governor will behave during the visit.

Following visits into school Governors can share information they found out with the Headteacher. This can also be an opportunity to clarify points that they were unsure of or which they have questions about. Governors are also asked to complete a Governor Visit Proforma (appendix I) and ensure it is uploaded to the Governor's Teams folder. Information from the visits can then feed into the Curriculum, Pupil Welfare and School Community Committee Meetings and Subject Leader meetings.

Subject Governor and Subject Leader Deep Dives:

Subject Governors will be offered the opportunity to complete a deep dive with the subject leader. Often this will be on an annual basis. During a deep dive, time will be factored in for the subject governor and the subject leader to meet to talk through the subject Intent, Implementation and Impact, and then go and see the subject being taught in a variety of classes, if possible. Governors are asked to use appendix II for deep dive visits. Appendix II gives relevant questions/areas that should be discussed during the deep dive which are intended to ensure the Governor is fulfilling their responsibility towards this area. Subject leaders are also invited to come to a Governors Curriculum, Pupil Welfare and School Community Committee in order to talk about their subject and its impact in the school. The committee will invite subject leaders in accordance with their monitoring plan.

NB

- Governors are not to make professional judgements when they observe lessons, unless asked to do so, e.g. as part of an interview process.
- Visits to school, including social events, by Governors are not to be used as an opportunity to discuss the children of Governors, either by staff or Governors. Additional time should be made for this.



No limits to Learning!

Appendix I

Name:	Date:
Purpose of visit	Classes/staff visited/venue
Summary of activities e.g. talking to staff and pupils, looking at resources, training, had lunch etc	
What have I learned as a result of the visit/training?	Positive comments about the visit/training
Aspects I would like clarified/questions that I have:	
Ideas for future visits or training:	
Any other comments:	
Signed: _____ Governor	Signed: _____ Headteacher



No limits to Learning!

Appendix II

Subject/Phase Leader and Governor Deep Dive (Not all the points are relevant for every subject area or phase)

Initial discussion before the Learning Walk (40 mins approx?)

Intent:

Policy

- Which policies relate to this subject area?
- What are the most recent changes to the policies?
- What is the Intent? Where do you want to get the children to at the end of the year/Key Stage/when they leave?
- What guidance/changes/updates has there been from the LA, DfE or Ofsted with regard to this subject area?

Implementation:

Strategic Development

- How does the subject link into the School Development Plan?
- How have you audited the subject? – what came out – **share audit**
- What are the tasks/targets on this year's job plan/action plan? – **share plan**
- What's going well?
- What are the plans to develop this subject over the next year and then 3 years?

Organisation across the school

- How is the subject organised
- What is taught when? (**share Medium Term Plans & Curriculum Map**)
- What do you expect the children to know at the end of the unit/topic?
- How do you ensure progression across the year groups?
- How do skills differ across the year groups – examples?

Impact:

Standards and Assessment

- How is the subject assessed?
- Examples of assessments/examples of work – though will be seen on learning walk

Monitoring of the subject

- What monitoring has been undertaken?
- What were the key findings?
- How will/have these be/been addressed?
- How do staff feel about this subject area?

Budget

- What has the budget been for this subject? Is this appropriate?
- What have been the key areas of expenditure?
- What items, if any, do you want to purchase next?

Special Events

- Planned events
- Photographs

CPD

- What training has been undertaken?
- What support is needed?

Learning Walk (1 class per Phase minimum. About 15 mins per class)

- **What will we see the children learning in this class**
- **What particular needs are there in here? How are they supported?**
- **How does it fit with prior learning?**
- **Ask children- What are you learning? Why are you learning this? What will you learn next? What have you learnt previously? Look at books, can they remember what they have learnt?**

- **Ask Teacher – Why are they learning this? How does it fit with prior learning? How will it fit with next steps in learning? How does the teacher ensure that the learning is embedded – How do they structure the teaching to enable this? What strategies/activities?**

Policy/Strategy/Organisation

Standards and Assessment

Monitoring

Budget/CPD

Events

Learning Walk

Discussion following Learning Walk

Key Points to feedback to Governors