

# Governor Guidance



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for making  
School visits

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## What's our role as Governors?

Governors have a very clearly defined role as to their role in helping to maintain and monitor standards and act as a 'critical friend'. This is more clearly defined in this extract from the Improvement Committee terms of reference:

- To monitor the implementation of the National Curriculum and RE and to allow Governors to gain a greater understanding of the current trends and needs within each curriculum area.
- To ensure that the school is providing a broadly balanced curriculum for its pupils. To promote and maintain high quality teaching and learning for all children.
- To work with the Head Teacher and staff to monitor and evaluate curriculum provision and standards of attainment throughout the school.

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## What should we look for on a visit?

Every visit will have a designated focus question, agreed at the latest Improvement Committee meetings each term. This focus will revolve around an aspect of our School Development and Improvement Plan (SDIP) and the notes you make will contribute to our School Self Evaluation (SSE). The visit therefore helps Governors to collect evidence and contribute to raising standards in a specific area of our School.

We call your visit a 'learning walk'. You will spend no more than 10 mins in each class or area where children are working. On the note of visit, you will be asked simply to write down what you saw as evidence to answer the focus question. This requires you to be very factual and not make judgements about what you see.

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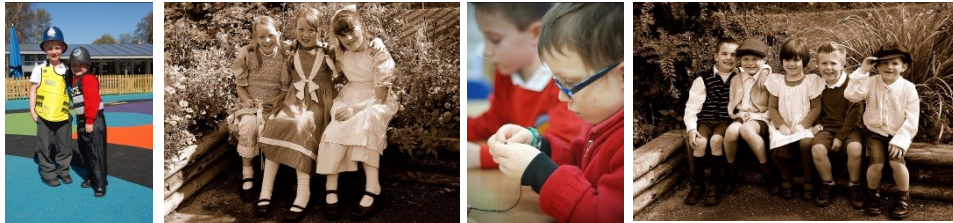
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## What shouldn't I comment on?

It is important that your note of visit accurately records what you see happening in the lesson. Appropriate caution should be taking when writing the note of visit to ensure no judgements are made on teaching and learning. Ofsted inspectors, School improvement partners and other trained educational professionals are qualified to make these judgements.

You should therefore avoid references to the quality of teaching although you might comment on how engaged the children were, what they told you about their learning or other anecdotal evidence.



## How do I arrange it and what happens afterwards?

After the Improvement committee have decided on the focus for visits each term, it is the responsibility of the Governor to liaise with the Headteacher and arrange a mutually convenient time for a visit.

After you have done the 'drop ins', you should write up the note of visit, paying particular attention to the agreed focus question. The best notes of visit are written immediately afterwards whilst children's conversations, engagement and your experience are fresh in your mind.

Once the note of visit is written, please pass it to the Head teacher for comment. This allows a professional to make judgements about what you observed and feedback to staff in an appropriate manner

**Once agreed by both parties, the note of visit can be shared with the Improvement Committee.**

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# Suggested structure for Governor notes of visit

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## Governor monitoring

**Focus Question**  
 What do you want to find out? The more specific you are, the more targeted your evidence base will be.

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**Link to SSED**  
 Your question should directly link to an area from the School Self Evaluation and Development Plan.  
 Governor enquiry from Improvement Committee data trail.

**Evidence**  
 What areas of school life did you use to gather evidence?  
 e.g. Pupil books, conversations with staff (specify who), observing in classes

1. Pupil books
2. Pupil conference
3. Data – Improvement committee
4. Observations of staff/children interaction

Fed back to headteacher       Fed back to appropriate committee



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### What did you find out?

	What you found out	Implications – how this affects their learning or teacher's delivery
1		
2		
3		
4		
5		

Next steps	what is it that Governors need to do in relation to your findings?	Actions by whom	When?

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