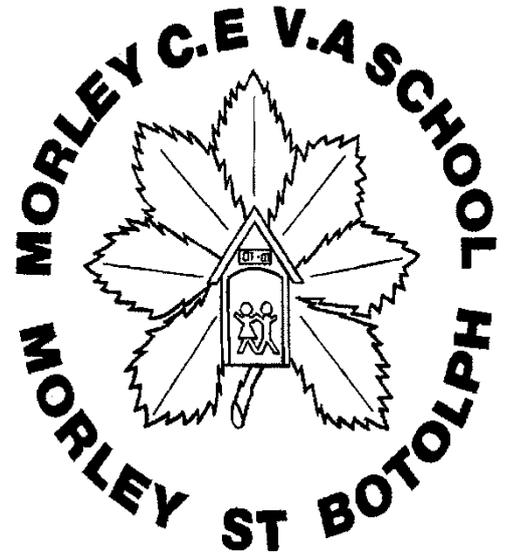
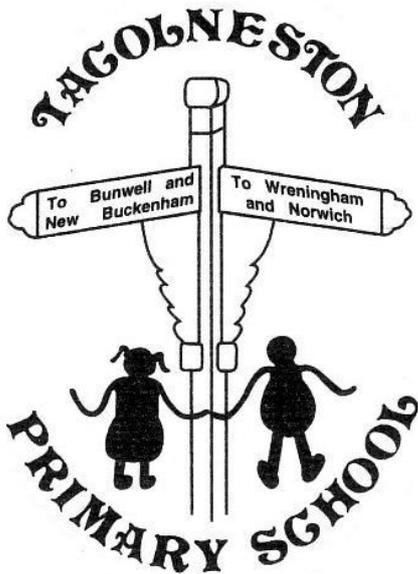


# Tacolneston & Morley CE VA Primary Schools Federation



*Work together, learn together, grow together...*

## **Governor Monitoring Policy**

All policies at Tacolneston & Morley CE VA Primary Schools Federation should be taken as part of the overall strategy of the school and implemented within the context of our Safeguarding Policy and our vision, aims and values as Church of England Schools.

**Agreed: Autumn 2019**

**Head Teacher:**

**Governor:**

**Review: Autumn 2022**

## Rationale

- One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the schools in our Federation. Monitoring is a continuous function that uses systematic collection of evidence to provide school leaders and governors with knowledge of ongoing projects, programmes and interventions, with indications of the extent of achievement of objectives, progress or validation and, where appropriate, correlated with the use of allocated funds. Monitoring is seen as part of the governor's role as a critical friend; it is approached as an opportunity to work in partnership with staff rather than sitting in judgement.

A monitoring programme should be drawn up for the beginning of each academic year, by the governing body and school staff based on the federation's context. This should include:

- 1) The FDIP
- 2) Any outstanding priorities ongoing from Ofsted reports
- 3) Any outstanding priorities ongoing from SIAMS reports from each school
- 4) Any action points arising from recent monitoring
- 5) Any relevant and appropriate local issues

Governors' monitoring over the year should, wherever practicable, cover all years, classes, subjects and groups of learners for both schools. It should also be a way of ensuring that statutory duties are being met.

## Methods of monitoring:

The Tacolneston and Morley CEVA Primary Schools Federation recognises the following as valid opportunities for governor monitoring:

- The Headteacher's report
- Evidence presented to the 3 core committees
- Visits to classes
- Accompanying an off-site activity
- Parents' forums
- Curriculum team meetings
- Meetings with staff with designated roles i.e. SENDCO
- Learning walks
- Pupil surveys
- Parent surveys
- Learning cafes
- School performances
- Audits i.e. Single Central Register

### **The Governing Body aims to:**

- Draw up a timetable of monitoring visits for approval by the full governing body in time for the first Autumn Term FGB meeting
- Ensure that the monitoring timetable is focused on the 5 identified areas for the Federation's context (see above in 'rationale')
- Plan, implement and evaluate a Deep Dive Week at least once a year, focused on the 5 identified areas for the Federation's context (see above in 'rationale')
- Give opportunities to evaluate and learn from evidence gathered during monitoring and amend the monitoring programme on a regular basis
- Evaluate the monitoring programme by Spring half term and again at the end of the summer term
- Allocate at least two link governors for every curriculum team
- Allocate, wherever practicable, a link governor for every class
- Ensure that at least one governor is present at a good proportion of whole school events (collective worship, celebrations, sports day etc) throughout the year
- Ensure that new governors are supported in how to conduct themselves when representing the governing body (according to the Governor Code of Conduct) in school, when meeting staff, parents/carers or pupils and at school events.
- Ensure that new governors are supported in following procedure (see appendix) for recording and reporting monitoring.

### **Deep Dive Week:**

The Deep Dive Week will be planned by the Effectiveness Committee and led by the Chair of Effectiveness in liaison with the Head Teacher. As many governors as possible will be involved across both schools and the briefing for this monitoring week, the method of monitoring and recording of observations will be co-ordinated by the Chair of Effectiveness, in liaison with the Head Teacher.

### **Before making a visit: -**

Governors will (on most occasions at committee stage) plan the nature of the visit. The individual governor will then:

- Contact the Head teacher and agree a date, time and focus for the visit, and communication with staff
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited

### **On the day of the visit** the Governor will remember to:-

- Arrive on time and clarify the timetable
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit

### **After the visit** the Governor will:-

- Remember to thank the teachers and children
- Aim to meet briefly with the Head teacher to give a verbal report, especially if any issues arose

- Complete the Governor School Visit Monitoring Form (appendix A), reporting on the focus of the visit
- Remember that governors must report without giving opinions (i.e. the teaching was poor/outstanding) and individual pupils should not be identified
- Remember that visits are a snapshot in time, and judgements should not be made arbitrarily.
- Send the monitoring form to the Head Teacher.
- **Any alterations made to the original governor report are reported to FGB under “Confidential Items” in order to record the agreed changes**

**The visit is not about:-**

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Head teacher and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to school improvement.

Please see **Appendix B** for further guidance on “what to avoid” and a code of conduct

**Appendix A – Federation Monitoring Templates**  
**Governor Monitoring Form for school visits (year)**

Governor/s:	Staff:	Date:

<p><b>Purpose/Focus of Monitoring Visit</b></p> <p style="color: red;">This is where you can list which FDIP priorities you are focusing on</p>
<p><b>Notes of monitoring visit:</b></p>
<p><b>Financial monitoring – use of resources:</b></p> <p style="color: red;">Are resources well maintained/fit for purpose etc.</p>

Issues for Governing Body:	Action by:	Deadline (if any):
None apparent	N/A	

Governing Body Monitoring Sheet  
Collective Worship

Date	Worship Leader(s)	Value

**Message: clarity & relevance**

**Opportunities for response and reflection:**

**Pupil involvement:**

**General comments:**

**Signature**

*Reminder – worship should be Christian in content*

## Appendix B – Further Information and code of conduct

### What to Avoid

It might be wise for governors to avoid visiting classrooms where their own children or grandchildren are present. It can cause discomfort for everyone! They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct as it is outlined here.

Please remember that members of staff are very busy people whose first priority must be the children. There may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and flexible in your expectations. No two days are ever the same.

Keep an open mind about what you see. Lessons and learning activities might look very different from what you remember from your own childhood. By all means ask questions (preferably at the end of the lesson) but be sensitive to the extra demands of differentiation and inclusion that teachers now face.

	<b>Always</b>	<b>Never</b>
Before	Arrange details of visit. Agree purpose of visit Discuss the context of the lesson to be observed. Agree role within the lesson	Turn up unannounced
During	Keep to the role agreed Keep questions for the class teacher until after the visit is over Please remember confidentiality Stick to the times and purpose agreed Be sensitive to the mood in the classroom and the expectations of the children	Assume a different role Walk in with a clipboard Interrupt the teacher Distract the pupils from their task
After	Thank the teacher and the pupils Discuss the visit with the teacher at their convenience Feedback to the governing body	Leave without acknowledgement Break rules of confidentiality