

A number of governors may have specific responsibilities, for example maths, health & safety or special needs. Quite often this is linked to the School's main priorities identified in the School Development Plan.

Developing the role of link governor allows the governing body to focus in more depth on particular areas of school life:

- The management of the school's resources
- The condition of the building and its use
- The development of teaching and support staff
- A specific subject area or a particular year group or class

By visiting a school and becoming better informed,

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	• Feedback appropriately to the Head teacher • Discuss Health & safety issues if relevant • Complete the visit form and give a copy to the Head teacher / copy to lead link governor • Keep the record of your visit to refer to before your next visit	staff, parents or individual governors (except the chair) unless given permission.
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What should I do if you are visiting a classroom?

Before visiting there are some questions you should clarify with the Head teacher or teacher

- When I come into the classroom where would you like me to sit?
- What should I do if pupils ask for help?
- Would you like me to be involved in the lesson?
- What should I do if I see a pupil behaving inappropriately?
- Do you mind if I ask pertinent questions if I'm not sure about detail

Staff should also realise that governors are not able to address every day matters that would normally be sorted out as a matter of good line management.

Any expression of concern should be shared with the Head teacher / SMT as soon as possible

Oral and written feedback should be given to:

- The member of staff involved
- The Head teacher
- The appropriate committee or lead link governor

It would be best if written feedback could be completed with the member of staff present or at least sent to the member of staff to be checked for accuracy.

The written reports should be discussed with the Chair of governors, filed and made available to the appropriate committee or whole governing Body.

Monitoring and evaluation of the governing Body's policy

Governors should review this policy annually. The review should consider:

- Are we doing what we set out to do? Are we achieving the benefits outlined in the policy?
- Have I learned more about the School?
- Are we better informed and able to make good decisions?
- Do staff feel affirmed and valued as a result of increased governor involvement?
- Have I helped the governing body fulfil its' duties? Is it helping us to review School development priorities?
- How can we make the policy and practice even better?

• Have other key members of staff been informed?	• How will I give feedback to staff, Head teacher and Governing Body?
• Is the appropriate documentation ready and available?	• Have I remembered that what I see or hear or might find out is confidential and not for sharing with other Governors or parents in general?
	• How can I build on this for the next visit?
	• How did I address any difficulties I met?

GOVERNING BODY SCHOOL VISIT POLICY

Governor's visit Form		
Name:	Governor responsibility:	Date; Duration of visit:
Areas of school / staff visited:		
Purpose of visit (follow-up from previous visit):		
Link with School Development Plan /School self- evaluation / subject action plan priorities;		
Brief notes: •		
Comments from link teacher : •		
Any key issues arising for the governing Body?		
Focus for next visit:		
Signed: Goveue		

GOVERNING BODY SCHOOL VISIT POLICY

Governor's visit Form		
Name: Anonymous	Governor responsibility: Teaching & Learning	Date; March 5 th Duration of visit: 2 hours
Link to SDP / Self-evaluation / Action plans SDP 3- Raising standards in writing – ensuring children have opportunities for writing across other subjects / SEF – Teaching & Learning		
Purpose / focus for this visit (follow-up from previous visit) - To join the Y3 class for part of their history lesson – sit with the lower ability group - Talk with the Literacy lead (Y3 teacher) about cross-curricular writing links for Y3 children		
Governor comments: - The Y3 class were really interested in the topic on Egyptians – The group described the research they'd done and showed me some models they'd made which were on display. They were very proud of these - There were some lovely books available –fiction and non-fiction though some were a bit dog-eared. A few of the words were quite hard for a few children but they wanted to know the names of objects and tried hard to read. - The teacher had used some objects at the beginning of the lesson and the children said what they'd found out. I was impressed with what they knew - The children wrote a diary entry. They were keen to write and said they liked it when the subject was exciting and they knew lots about the Egyptians		
Teacher comments: - I try to provide practical stimulus and use a lot of books as a stimulus for writing lessons so that children have something to write about. I also like to get visitors in and to take children out on visits but it isn't always possible - History links seemed to be going well but it is more difficult in some subjects		
Possible focus for next visit: - Meet with the coordinator to discuss resources and progress with literacy links with other subjects - Support visit to local museum Key messages for governors - Budget resources spend –some new books and practical resources to support writing in other subjects - Use of Pupil premium to fund some creative activities to widen pupil's experiences		
Signed: -----Governor -----Member of staff -----Head teacher		