



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

## **GOVERNOR VISITS PROTOCOL**

**SEPTEMBER 2011**

The Governing Body of Aylesbury Vale Academy adopted this protocol in 17<sup>th</sup> July 2009.

## **VISION:**

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful beyond belief. Improved outcomes will relate to Every Child Matters.

## **GUIDING PRINCIPLES: WE ADOPT THE CHRISTIAN VALUES OF:**

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

## **OBJECTIVES:**

1. To ensure that all departments operate from a scheme of work.
2. Monitor the developments of homework to the Academy's website and moodle.
3. Ensure that regular assessment takes place throughout the Academy.
4. Evaluate the outcomes of regular lesson observation rounds performed by the Academy.

## **MONITORING** (via Governors' Management Committee):

1. Throughout the academic year the committee will ask to see the full range of department schemes of work.
2. The committee will gain evidence via the website of all homework on it and match it against the planned development time-line.
3. The chair of the committee will ask to see a range of books from a department.
4. The committee will be provided with the findings of the most recent lesson observation round.
5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).
6. The committee may request an external inspection of teaching and learning from time to time in order to assess the accuracy of the Academy's own monitoring.

## **REVIEWING**

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

## **Principles**

- Governors have a statutory responsibility to monitor and evaluate the effectiveness of the school curriculum.
- The Key Stage 3 Strategy has reinforced the need for governors to visit not just the school but the classroom on a regular basis.
- Our governing body links governors to subjects as a way of fulfilling their responsibilities for monitoring the curriculum. This should also include classroom visiting.
- OfSTED inspection assumes that governors know the strengths and weaknesses of the school. This depends on governors considering performance data in the context of an understanding of what happens in the classroom.

## **Aims**

- To recognise and celebrate success
- To ensure that governors understand the reality of the classroom and the environment in which teachers teach.
- To develop mutually beneficial relationships with staff and pupils.
- To ensure that staff understand the roles and responsibilities of the governing body.
- To recognise different teaching styles and to have an opportunity to reflect on practice through discussion.
- To see policies and schemes of work in action.
- To inform decision-making.
- To find out what resources are needed and prioritise them.
- To support the work of the school through examination of its current practice.

## **Practice**

Governors' visits to classrooms are not:

- A form of inspection in terms of making judgements about the professional expertise of the teacher.
- A vehicle for pursuing personal agendas
- Monopolising teachers' time.
- About arriving with pre-conceived ideas.

## **Protocols**

The governors must observe the following protocols.

	ALWAYS	NEVER
Planning	<ul style="list-style-type: none"> <li>▪ Agree how many visits you will perform</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cancel without at least two working days notice</li> </ul>
Before	<ul style="list-style-type: none"> <li>▪ Arrange details of visit</li> <li>▪ Agree level of confidentiality</li> <li>▪ Agree purpose of visit</li> <li>▪ Discuss the context of the lesson to be observed</li> <li>▪ Arrive promptly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Turn up unannounced</li> <li>▪ Just walk in if you are late</li> </ul>

During	<ul style="list-style-type: none"> <li>▪ Observe any class guidance/rules</li> <li>▪ Fulfil agreed purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk in with a clipboard</li> <li>▪ Interrupt the teacher</li> </ul>
After	<ul style="list-style-type: none"> <li>▪ Thank the teacher and the pupils</li> <li>▪ Discuss observations with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave without a word</li> </ul>

The governor may complete the pupil tracking form during the classroom visit, depending on the objectives of the visit.

**Possible foci of classroom visits**

- Quality of pupil-pupil relationships
- Observe one group of pupils working together on task
- Noting the relative number of questions and responses to the teacher from boys and girls
- Observation of the Key Stage 3 Strategy
- Use of resources i.e. interactive whiteboards, computers etc.

**In the classroom**

- The governor should not intervene if they see a student misbehaving in a lesson, unless such behaviour is likely to result in physical injury
- The governor may help students with their work, if this is agreed beforehand with the teacher. It is by discussing work with students in lessons that valuable insights may be obtained about the learning process

**After the lesson visit**

- Complete a governors visit form (enclosed). A copy should be given to the teacher, the headteacher and the chair of the Curriculum Committee.
- Discuss with the teacher your findings giving positive comments, as well as areas of concern.

AYLESBURY VALE ACADEMY – GOVERNORS VISIT					
NAME		AREA		DATE	
STAFF VISITED:					

**OBJECTIVES:**

1.

2.

**BRIEF NOTES:**

**THREE POSITIVE COMMENTS:**

1.

2.

3.

**TWO QUESTIONS:**

1.

2.