



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Joint Local Board Member Visits Policy

Approved by: Joint Local Board

Policy adoption date: 20^h March 2017

Due for review: March 2018

Joint Local Board Members' Classroom Visit Guidelines

This policy has been written with regard to the Safeguarding in Education Document DCSF 2007.

Introduction

Local Boards have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. Visiting the school is one of the ways in which this can be achieved and, if done well, can add to Local Board members' understanding of their schools, its teachers and its pupils.

This Policy aims to give guidance to Local Board members to get the best from school visits.

Background

Ofsted inspectors expect Local Boards, in partnership with the Diocese of Bristol Academy Trust (Dbat) to know the strengths and weaknesses of the school. This depends on Local Board members assessing performance data in the context of an understanding of what happens in the classroom. One of the ways of achieving this is by planned visits.

However, this Policy recognises that the Local Board includes members who can give varying degrees of commitment to visiting the schools and classrooms. Some Local Board members are able to get into the schools on a regular basis, but others can never get in during the working day because of their home or work commitments. This document is drawn up to demonstrate a public commitment by the whole Local Board to regular school visits. These could include talking to subject leaders and pupils, attending assembly and school productions, lunchtime and working in the classroom.

Benefits

Visits are aimed at benefiting both the school staff and the Local Board. The potential benefits are listed below.

Local Board Members	To recognise and celebrate success
	To improve Local Board members' knowledge of the ethos of the schools.
	To develop positive, strong relationships and partnership with the staff.
	To get to know the children.
	To increase Local Board members' knowledge and understanding of the needs of the schools, curricular and otherwise and prioritise them.
	To see policies and schemes of work in action.
	To enable more informed decision making at Local Board level to help Local Board members be better able to support the schools
	To recognise different teaching styles.
	To act as a "researcher" for the teacher.
	To become more familiar with the working environment of the schools

Teachers	To ensure Local Board members understand the reality of the classroom.
	To get to know the Local Board
	To understand better the Local Board's roles and responsibilities.
	To have an opportunity to reflect on practice through discussion.
	To highlight the need for particular resources.

The crucial point to note is that visits are not a form of inspection in terms of making judgments about the professional expertise of the teacher. Inspection remains a task for the Exec Principal. It is therefore **not** about:

- making judgments about the quality of teaching and learning
- checking on the progress of their own children
- pursuing personal agendas
- arriving with inflexible pre-conceived ideas
- monopolising a teacher's time.

Listed below are good practices for Local Board members to observe before, during and after a visit.

Best Practice

Before a Visit

- arrange details and purpose of the visit with the teacher/subject leader via the Exec Principal; never turn up unannounced
- prepare for the visit by reading the appropriate Policy and Scheme of Work and other relevant documentation
- for classroom visits, if possible discuss the context of the lesson to be observed with the teacher/subject leader and see relevant plans
- ensure that complete confidentiality is observed
- agree with the teacher your involvement in the lesson, such as
 - are you to be involved in the lesson, or just observing?
 - what to do if children are observed misbehaving and the teacher doesn't notice
 - what to do if a pupil asks you how to do something
 - what to do if a pupil asks you a question
- enter the planned visit on the schools' Google calendar, once it has been arranged with staff.

During a Visit

- observe school guidelines/rules and safeguarding procedures
- use LB visits pro forma.

After a Visit

- thank the teacher and pupils
- discuss observations with Exec Principal before leaving
- verbally feed back to the Local Board at next meeting and submit visits pro forma to Curriculum and Standards Committee and the Clerk to the Local Board.

Visits Programme

The Chair of the Local Board will set up a visit programme at the start of each academic year after consultation with the Executive Principal. The aim will be to ensure a reasonable distribution of visits throughout the year, across priority areas, between classes, year groups

and teachers. The list will be monitored and adjusted as necessary at each full Local Board meeting.

We aim that there will be regular Local Board member visits on a rolling programme. All non-staff LB members should attempt to undertake at least one visit during each academic year.

Link Local Board Members

Local Board members are linked to different aspects of the school's work. The most common approach is for the link to be made with a particular subject area or department and this is the focus of the first part of this guidance. However, other kinds of links are possible, too – such as with a strand of the school development plan or an aspect of the school's work. There is no right or wrong approach and no link is compulsory. The full Local Board retains the responsibility for ensuring the raising of standards in all subjects, working in partnership with the Executive Principal and the teachers. The Local Board should make it clear through the Scheme of Delegation what the role of the link Local Board member is in relation to the committees and to other subject-linked LB members. The link Local Board members should, of course, always remember that he/she is not a teacher, nor an inspector, but a source of support and a critical friend to the school. Ideally, any written statement outlining policy and practice in linking Local Board member to subjects or classes should be the outcome of negotiation between Local Board members and staff.

Link LB Member Role

- Provide a link between the Local Board and relevant teacher
- Provide a link between the Local Board/school and parents/community
- Promote the interests of the subject
- Undertake relevant training/development
- Liaise regularly with relevant teachers
- Find out about local activity and develop 'networks' with LB members/governors in our neighbouring schools
- Visits classrooms to observe the subject being taught
- Monitor/evaluate the provision and use of relevant resources

In addition, the link Local Board might consider including some or all of the following:

- Receive regular reports from their curriculum area
- Attend a termly meeting with the curriculum area subject leader
- Attend meetings involving development planning
- Inform the subject leader of relevant outcomes of Local board meetings and provide clarification when necessary
- Form part of the interview panel for appointments in the curriculum area
- Shadow the subject leader, by arrangement and agreement.

Monitoring

The Curriculum and Standards Committee will monitor and review this policy annually. This policy was approved by the Joint Local Board on 14th March 2016 and will be reviewed in March 2017.



Signed:
(Chair of Joint Local Board)

Questions Link Local Board members may wish to ask

This can be a sensitive issue so please consider carefully when would be an appropriate time, where it could happen and how it relates to your work as a LB member. It is really important that the teachers understand why the Local Board members are asking these questions to avoid any suspicion of intrusion. This is best achieved through the process for negotiating a classroom visits policy outlined below. The questions are broad and could take a long time to answer fully. They illustrate the sort of areas of enquiry a Local Board member might pursue. It would be foolish and counter-productive to ask all these questions in the same single meeting and is not intended as a quick tick-box exercise.

Question	Aspects to consider/what might be in place
<i>Help me to understand how you plan your lessons: how do you get from the National Curriculum to deciding what a child will be doing in Science today?</i>	<ul style="list-style-type: none"> • National Curriculum • Key Stage Plan • Scheme of Work • Year plan/Term plan/week plan/daily plan • Individual plan
<i>How do you judge how well pupils are learning and making progress?</i>	<ul style="list-style-type: none"> • Questioning in lessons • Marking • Assessments, Inc. tests • SATs • Target setting and getting • Value added data
<i>What learning resources are available to your pupils and how do they learn effectively?</i>	<ul style="list-style-type: none"> • ICT – access to computers • Use of library • Classroom library • Use of basics like pens and pencils • Good labelling • Borrowed resources
<i>How do you cope with the needs of different pupils?</i>	<ul style="list-style-type: none"> • Boys vs. girls • Most able • SEND • Vulnerable Groups • Badly behaved • Disabled
<i>How do you decide to seat children and arrange the classroom? Does it ever vary and why?</i>	<ul style="list-style-type: none"> • Ability groups • Mixed or single age groups • Boy-girl patterns • Different for different activities
<i>How do you encourage parents to be involved in their children's learning?</i>	<ul style="list-style-type: none"> • Regular contact • Reports • Parent evenings • Letters • Diaries

**Christian Malford, Seagry and Somerfords' Walter Powell Primary Schools
Joint Local Board Monitoring Form**

Date:

Name of Local Board Member:

Local Board Member link responsibility:

Staff seen during visit:

Reason for visit:

EVIDENCE OF	TECHNIQUE:	EVALUATED BY:	REPORTED TO:	RESOURCED FROM:
STANDARDS	Observation	Head teacher	Head teacher	Standards Fund
TEACHING	Planning review	Deputy /SLT	Deputy	School Budget
CURRICULUM	Data collection	Subject leader		Management time
LEARNING BEHAVIOUR	Curriculum walk	Teacher	Staff	Directed time
	Interviews	Teaching Assistant	Teacher	Voluntary
GOVERNORS	Sampling or work	Governor	Subject Leader	TD Days
SUPPORT FOR STAFF	Moderation of work	Pupils	Parents	Supply Cover
LEADERSHIP	Questionnaire/ survey	Working Party	Pupils	CPD budget
MANAGEMENT	Discussion	School Council	SLT	
RELATIONSHIPS	Peer evaluation	Local Authority	Governors	
RESOURCES	Observation and reflection	Parents	Local Authority	
	Other	Other	Other	Other

NOTES/COMMENTS

Links with the School Development Plan:

(Does the visit relate to a priority in the School Development Plan?)

Information gathered during visit:

Things I liked:

Things I need clarified: NA

Evidence gathered linked to the 5 Christian Values:

- **Diligence (work hard)**
- **Kindness (be helpful and kind)**
- **Tolerance (listen to others)**
- **Honesty (be honest)**
- **Respect (look after property and others)**

Any key issues arising for the governing body:

How will I build on this visit for next visit?

Any identified area/s for Local Board Member training:

Any other information:

Signed: