



Local Governing Board Monitoring and Evaluation Policy

Believe * Achieve * Succeed



Policy Reviewed	September 2022
Next Review	September 2023

BASE ACADEMY TRUST

LOCAL GOVERNING BOARD MONITORING AND EVALUATION POLICY

Policy statement

The monitoring of standards attainment, pupils' progress, teaching and learning, the curriculum and all other aspects of school life is a key responsibility of the governing board and one which will continue to be given a high priority.

Principles of the policy

1. We will have in place an effective monitoring strategy as part of our management structure.
2. Our monitoring processes will enable us to carry out data analysis, evaluate processes and outcomes, review, plan and set targets to ensure good progresses and improve and raise the standards of achievement of all pupils.
3. The information gained from monitoring will be used to keep governors, trustees, staff, local authority and parents well informed about the work of the school.
4. Monitoring information will be used to set the educational priorities of our school improvement plan.
5. The Head of School and senior leaders will establish systems for gaining an overview of each aspect of the schools work.
6. School Leaders/co-ordinators/subject leaders will systematically and regularly monitor their areas of responsibility to enable them to contribute to the improvement planning process.
7. The statutory requirements of performance management will be incorporated in this monitoring policy and will underpin the governors' policy for performance management and review
8. Governors will play an integral and important role in monitoring the effectiveness of the school and its improvements in educational attainment by adopting individual responsibilities in relation to curriculum areas or year groups and by undertaking regular visits as a "critical friend".

Aims of the Policy

1. To get a clear and accurate picture of how effectively the school is achieving the highest standards possible in all aspects of its work.
2. To ensure that the school's aims are being met and that the targets of the improvement plan are being met.
3. To identify targets that will raise standards of achievement and improve the quality of teaching and learning.
4. To ensure efficient and effective use of all our resources.
5. To improve the efficiency and effectiveness of curriculum management and the overall management of the school.
6. To ensure that all pupils benefit from a broad, balanced and differentiated curriculum which includes the national curriculum and religious education.

Governors Monitoring Procedures

Every local governing board is expected to have a good understanding of the strengths and areas that are needed to be developed of its school.

Governors at Red Lane/Masefield acquire this knowledge in many different ways:-

- Head of School reports given at termly governing body meetings.
- Reports to governors by other staff members given termly at Local Governing Board meetings.
- The annual finance meeting led by the schools finance clerk to share with governors the spending plan for them to question and ratify. This takes place before the summer term Local Governing Board Meeting.
- Termly monitoring LA reports from the schools school improvement partner (SIP).
- The schools key performance indicators e.g. raise on line report which is discussed in the autumn term.
- Ofsted inspection reports.
- Any internal test results and teacher assessment results discussed with governors termly.
- Conducting learning walks.
- Attending staff training and inset days when relevant.

At Masefield/Red Lane our governors gain a view of the school in additional ways; linking to a subject area, linking to a year group, and by visiting school in formal and informal ways.

Linking to a Subject Area

At the summer term Local Governing Board planning meeting in July, all governors are linked with a subject area of their choice. All we ask is that they stay with this subject or area for a minimum of 2 years so that a clear picture of that subject can be built up and relationships with staff can be developed.

The teachers have a very precise and organised curriculum monitoring system in place to enable them to get a view on their subject and how children learn, attain and make progress in this subject. We feel that it is essential to share this knowledge.

Every term different subject leaders (staff) have the opportunity to go into classrooms and observe lessons, scrutinise planning and speak to children. At this point, the subject leaders have the maximum knowledge of the current position of performance and standards of their subject throughout school.

After a subject leader has had this focus time, they report this information to the Local Governing Board meeting. We, as governors, take this opportunity to meet with our chosen subject and its leader to share this knowledge.

Also, before summer term Local Governing Board meeting there is an opportunity for all staff and governors to meet. We use this time to build relationships, communicate and also meet the subject leader of our chosen subject or area. The subject leader discusses the evaluated school improvement plan of the past academic year, and the governors and staff discuss the school improvement plan of the coming academic year. Therefore, at least once a year each governor is meeting and discussing their chosen subject or area with the subject leader on an individual basis. If a governor has met staff to discuss their subject or if they have been into school to visit for any other reason, they fill in a pro forma (Appendix A) which is shared at the next teaching and learning committee meeting and then placed in the governing body monitoring file. The file is available at every governing body meeting so that all governors have access to it.

Attachment to Year Groups

To get a feel for the heart of the school, eight of us have chosen the link with a class and follow that class throughout their 8 years at Red Lane. Due to the mixed year groups and the class structure at Masefield changing each year as a result, Local Governors at Masefield link with a different class each academic year. This involves children knowing who we are and the jobs we do. Our photograph and a short written piece are placed on display in the classroom, and we aim to make contact with the class once a term. This can be by e-mail, letter, visiting the class, observing a class assembly or going on a class trip. The information about assemblies, topics and trips are given to use by the class teacher. They are also on the fortnightly newsletters and on the schools website. We take a particular interest in that class and try to attend any special event that is happening. We request that and parent governors do not link with a class that their children are in. when we visit school we follow the school's policy on governor visits to school (Appendix B).

Every year the school holds a Governor open day. Governors can use this day to visit either formally or informally, but it is a day which we can all agree on and put into our diaries. After any visit to the school, we complete a governor monitoring pro forma and share with other governors and the next meeting, then place it in our Governing Board monitoring file.

Classroom Visits

Before every Local Governing Board meeting it is planned for governors to visit a classroom. If possible, the class teacher stays and discusses displays, children's work, current topics, resources they are using and the classroom environment. This enables us to get a feel for the heart of the school, see children's work and build up relationships with the teaching and support staff. Governors fill in a monitoring pro forma jointly to discuss at the next full Governing Body meeting, and place in the Governors monitoring file.

Termly the School Improvement Trustee will scrutinise the Local Governor monitoring file. The reports will be discussed with the Chair of the Local Governing Board, The Head of School and Executive Head teacher.

Appendix A – Governors monitoring pro forma.

Appendix B – Governors visits to school policy



Appendix A

<u>Governor School Monitoring/Visits</u>	
School:	
Name:	Monitoring/Visit Focus: <i>(e.g. Subject Leader Meeting/Link Class Meeting)</i>
Date of Visit	Focus

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Governor Visits Policy and Guidelines

1. Introduction

This policy is to aid governors and school staff to ensure that governor school visits are structured, productive and enjoyable for all concerned.

2. Aims

School visits by members of the Local Governing Board are a key component to being an effective school governor and have potential benefits to both governors and staff.

Benefits to Local Governors

- To recognise and celebrate success
- To develop relationships with the staff
- To get to know the children
- To recognise different teaching styles
- To understand the environment in which teachers and other staff work
- To see policies and schemes of work in action
- To inform decision making
- To find out what resources are needed and prioritise them

Benefits to staff

- To help governors understand the reality of the classroom
- To get to know the governors
- To understand better the governors roles and responsibilities
- To have an opportunity to reflect on practice through discussion
- To highlight the need for particular resources

3. How is a visit organised

- Initial visit to the school by a new governor

After the appointment of a new governor, the Governing Board Chairperson and Head of School invites the new governor to make arrangements to visit the school once all necessary DBS checks are completed. This general visit would include a tour around the school, an opportunity to be introduced to the staff and provides the governor with an opportunity to

collects some of the school documents listed in their information checklist within the welcome pack.

Parents with children at the school should undertake this visit as they are undertaking a new role within the school and this visit would provide them with a broader perspective of the school. It will not be necessary to write a report after this visit, but the governor should inform the governor responsible for training that the visit has taken place.

- Subsequent visits to the school

In advance of the visit:-

Plan the visit to ensure that you are clear about its purpose, e.g.

- To gain background information and get to know the school or class of year group
- To develop relationships with the staff
- To monitor a specific age group, subject area of activity
- To look at the school premises to find out what resources are needed
- To inform decision making
- To monitor how a particular policy or procedure is carried out
- To carry out Health and Safety reviews and monitor school practices

Agree the plan with the Head of School, member of staff and the governing board and arrange a convenient time to visit.

4. What to look for in the classroom?

How do the pupils react to the presence of the teacher, Head of School or yourself?

How friendly and relaxed are the pupils?

How interested are the pupils in their work?

Do the pupils have an understanding of what they are doing?

How well behaved and courteous are the pupils?

In what ways does the school provide a varied and interesting environment?

How are the needs of all the pupils being met equally?

Do pupils work in a group or individually on a particular task?

Are the same relative number of questions asked by girls and boys?

5. Written feedback report

This report helps to focus on what was actually learnt about the school and to pass this information on to the Governing Board.

This report will form part of the governors monitoring role, therefore it should contain statements of fact on what was observed or what was not observed, positive and negative comments. It may raise areas of concern.

It should contain information to assist decision-making and evaluation by the whole Governing Board, e.g. when reviewing the impact of a particular policy.

It may be appropriate to give some recommendations.

The Head of School is responsible for ensuring the quality of teaching, so you do not make professional judgements when observing lessons.

Reports should be no longer than a page; they should be informative, to the point and should not include any pupil names.

The report should set out the objectives for the visit and indicate how well or otherwise they were met.

Reports should be given to the Head of School so that they can be circulated with the agenda at the next meeting

The report should be shared with the class teacher/subject leader.

6. Minimum level of commitment

A commitment should be at least a visit once a year on behalf of the whole Governing Board, achievable by all.

7. Monitoring and review

The School Improvement Trustee will monitor this policy to ensure a reasonable distribution of visits across the year and across the subjects, classes, year groups and teachers.

8. Informal ways of getting to know the school

Governors are actively encouraged to participate in the life of the school and are always welcome to attend school assemblies, productions at Christmas and Easter etc. the dates of which are published regularly in the school newsletter and send out to all governors. These visits are not included as part of this policy.

The Do's and Don'ts of a governor visit

Do

- Arrange details of visit well in advance
- Agree level of confidentiality
- Agree purpose of visit
- Discuss the context of the lesson to be observed
- Sign in and out of the visitor's book
- Wear a visitor's badge
- Be punctual
- Observe any class guidelines/rules
- Fulfil agreed purpose
- Thank the teacher and the pupils
- Discuss observations with the teacher

Don't

- Turn up unannounced
- Interrupt the teacher
- Leave without a word