**Governor Monitoring Visits Check List**

|  |  |
| --- | --- |
|  | **Completed** |
| **PRIOR TO THE MEETING:** | |
| * Check Governor Monitoring Schedule for the dates to complete visits. |  |
| * Arrange your visit with the relevant member of staff, giving them as much notice as possible. Either set the meeting up via TEAMS or ask them to do it for you. |  |
| * At least 48 hours prior to your visit, send the member of staff the questions for your visit. |  |
| * Reflect upon and read SDP focus. |  |
| **DURING THE MEETING:** | |
| * Complete the monitoring with the link member of staff, for the first visit of the academic year, we suggest the conversation is no longer than 30 minutes for the first visit of this academic year and thereafter, no longer than an hour. The member of staff may have made notes prior to your visit, if not, you may find it helpful to share screen and complete as you go along. |  |
| * Make sure the report is completed, remembering to include Christian Values:   *RESPECT / COMPASSION / TRUST / FORGIVENESS / HOPE  ASPIRATION / COURAGE / ROOTED IN LOVE* |  |
| **AFTER THE MEETING:** | |
| * Email it to the link member of staff, asking them to check for factual accuracies and to ensure they agree it is a fair reflection of your conversation |  |
| * Aim to have the monitoring report sheet completed and submitted within a week of the visit. |  |
| * Once agreed, email the completed Monitoring Report to ….. |  |
| * Your Monitoring Report will be shared at the next Full Governors meeting, where other governors will be encouraged to ask questions in relation to the report. |  |

**Example of Governor Visits timetable 2020/21 **

**Key Stage Link Governor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit** | **Focus** | **Date** | **Visit Complete** |
| Visit 1 | Big picture of new key stage | Week beginning Monday 16th November 2020 |  |
| Visit 2 | Autumn Data Drop  (SDP 1) | Week beginning Monday 7th December 2020 |  |
| Visit 3 | Spring Data Drop  (SDP 2) | Week beginning Monday 22nd March |  |
| Visit 4 | Summer data drop  (Overview of the year and SDP 1 / SDP 2/ SDP 3) | Week beginning Monday 28th June |  |

**SENDCo Link Governor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit** | **Focus** | **Date** | **Visit Complete** |
| Visit 1 | Big picture of new key stage | Week beginning Monday 16th November 2020 |  |
| Visit 2 | Autumn Data Drop  (SDP 1) | Week beginning Monday 7th December 2020 |  |
| Visit 3 | Spring Data Drop  (SDP 2) | Week beginning Monday 22nd March 2021 |  |
| Visit 4 | Summer data drop  (Overview of the year and SDP 1 / SDP 2/ SDP 3) | Week beginning Monday 28th June 2021 |  |

**Health and Safety Link Governor:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit** | **Focus** | **Date** | **Visit Complete** |
| Visit 1 | Autumn – Health and safety review | Week beginning:  Monday 16th November 2020 |  |
| Visit 2 | Spring – Health and safety review | Week beginning:  Monday 22nd March 2021 |  |
| Visit 3 | Summer – Health and safety review | Week beginning:  Monday 28th June 2021 |  |

**Chair:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit** | **Focus** | **Date** | **Visit Complete** |
| Visit 1 | SCR | Week beginning:  Monday 1st February 2021 |  |
| Visit 1 | Christian Distinctiveness / Worship / RE / SIAMS | Week beginning:  Monday 1st February 2021 |  |

**Safeguarding:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Visit** | **Focus** | **Date** | **Visit Complete** |
| Visit 1 | Autumn 1 Review | Week beginning:  TBC |  |
| Visit 2 | Autumn 2 Review | Week beginning:  TBC |  |
| Visit 3 | Spring 1 Review | Week beginning:  TBC |  |
| Visit 4 | Spring 2 Review | Week beginning:  TBC |  |
| Visit 5 | Summer 1 Review | Week beginning:  TBC |  |
| Visit 6 | Summer 2 Review | Week beginning:  TBC |  |

**Example Governor Monitoring Form** **– visit 1**

For use when link governors are visiting the school, for information gathering and general meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Governor: | | Date of Monitoring: | |
| School Evaluation Section: SDP Priority 1  School improvement Plan (SIP) Priorities:  Link governor visit: | | | |
| **Question / Learning Observed**  **INTENT** | **Source of Evidence**  **IMPLEMENTATION** | | **Comment**  **IMPACT** |
| How are the new \*intake/year group\* settling in? |  | |  |
| What is the baseline data like? |  | |  |
| What are the key areas in which children have dropped back due to Covid? |  | |  |
| What have been some of the highlights of children returning to school after the partial school closure? |  | |  |
| What has been the greatest challenge in your KS following the return of all children? |  | |  |
| With reading and writing continuing to form an important part of the SDP, how is that looking and being implemented in \*\*KSXX\* at this stage of the academic year? |  | |  |
| How is attendance looking in your key stage? What steps have been taken to support attendance in your Key Stage? |  | |  |
| In line with the collaboratively created well-being Policy, with the significant challenges of this period in time, how are staff in your Key Stage doing and how is staff well-being? How are you helping to support it? |  | |  |
| How are you proactively managing your well-being? What support have you had?  Is there anything we as governors can do to support you and your key stage further? |  | |  |

When completing your monitoring plan, please refer back to our Christian Values:

* RESPECT
* COMPASSION
* TRUST
* FORGIVENESS
* HOPE
* ASPIRATION
* COURAGE
* ROOTED IN LOVE

**Example Governor Monitoring Form – visit 2**

For use when link governors are visiting the school, for information gathering and general meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Governor: | | Date of Monitoring: | |
| School Evaluation Section: SDP Priority 1  School improvement Plan (SIP) Priorities:  Link governor visit: | | | |
| **Question / Learning Observed**  **INTENT** | **Source of Evidence**  **IMPLEMENTATION** | | **Comment**  **IMPACT** |
| What is the **reading** data like? |  | |  |
| What is the **writing** data like? |  | |  |
| What is the **maths** data like? |  | |  |
| Boys vs girls – have you noticed and trends/differences? Is so what? |  | |  |
| How have the class/key stage splits worked out this year? |  | |  |
| How many PP children do you have? What is their progress since returning to school? |  | |  |
| How is the progress of other vulnerable groups e.g. FSM, traveller children? |  | |  |
| How many SEND children are there in KS\*XX\*? What is their progress since returning to school? |  | |  |
| Have there been any notable successes in terms of progresses this term? |  | |  |
| With reading and writing continuing to form an important part of the SDP, how is that looking and being implemented in \*\*KSXX\* at this stage of the academic year? |  | |  |
| How is attendance looking in your key stage? What steps have been taken to support attendance in your Key Stage? |  | |  |
| In line with the collaboratively created well-being Policy, with the significant challenges of this period in time, how are staff in your Key Stage doing and how is staff well-being? How are you helping to support it? |  | |  |
| How are you proactively managing your well-being? What support have you had?  Is there anything we as governors can do to support you and your key stage further? |  | |  |

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* COURAGE
* ROOTED IN LOVE

**Example Governor Monitoring Form  
 – for Early Years Foundation Stage** (EYFS) 

For use when link governors are visiting the school, for information gathering and general meetings.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Governor: | | Date of Monitoring: | |
| School Evaluation Section: SDP Priority 1  School improvement Plan (SIP) Priorities:  Link governor visit: EYFS | | | |
| **Question / Learning Observed**  **INTENT** | **Source of Evidence**  **IMPLEMENTATION** | | **Comment**  **IMPACT** |
| What is the **reading** data like? | Data  Observations  Meetings  SEND reports | | **Aspiration**  xx% ARE and above xx% Baseline.  New books have now been distributed. This means that the children who are not currently on a book may be able to access some of the first sets of books.    Boys  Girls  As you can see on track is very similar however boys are weaker than the girls. Also need to consider here that there are only xx girls and xx boys.  PP % % %  xx child above xx on track and xx below ARE.  The xx children are still struggling to blend phonemes to begin to read.  These children are receiving COVID PP catch up intervention for segmenting and blending. |
| What is the **writing** data like? | Data  Observations  Meetings  SEND reports | | **Aspiration** |
| What is the **maths** data like? | Data  Observations  Meetings  SEND reports | | **Aspiration** |
| Boys vs girls – have you noticed and trends/differences? Is so what? | Data  Observations  Meetings  Scrutiny | | **Hope/ Aspiration/ Love** |
| How have the class/key stage splits worked out this year? | Planning | | **Trust** |
| How many PP children do you have? What is their progress since returning to school? | Data  Observations  Meetings  Scrutiny | | **Aspiration** |
| How is the progress of other vulnerable groups e.g. FSM, traveller children? | Data  Observations  Meetings  Scrutiny | | **Hope/ Aspiration** |
| How many SEND children are there in EYFS? What is their progress since returning to school? | Data  Observations  Meetings  Scrutiny | | **Aspiration and Courage** |
| Have there been any notable successes in terms of progresses this term? | Data  Observations  Meetings  Scrutiny | | **Aspiration** |
| With reading and writing continuing to form an important part of the SDP, how is that looking and being implemented in EYFS at this stage of the academic year? | Data  Observations  Meetings  Scrutiny | | **Hope and Aspiration** |
| How is attendance looking in your key stage? What steps have been taken to support attendance in your Key Stage? | Register | | **Trust and Respect** |
| In line with the collaboratively created well-being Policy, with the significant challenges of this period in time, how are staff in your Key Stage doing and how is staff well-being? How are you helping to support it? | Conversations  Check ins | | **Compassion** |
| How are you proactively managing your well-being? What support have you had?  Is there anything we as governors can do to support you and your key stage further? | Just ME! x | |  |

When completing your monitoring plan, please refer back to our Christian Values:

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* COMPASSION
* TRUST
* FORGIVENESS
* HOPE
* ASPIRATION
* COURAGE
* ROOTED IN LOVE