

# BROAD CHALKE CE VA PRIMARY SCHOOL

## GOVERNORS' MONITORING POLICY 2021

**Mission Statement: With the love of God we learn, care, grow and share**

This policy has been agreed by both staff and governors. Every September the school will develop an agreed schedule for governors' monitoring which will be found in the SDP. This will reflect priorities in the SDP and the specific responsibilities of governors.

### INTENT - THE PURPOSES OF MONITORING

#### For Governors

- To gain a better understanding of aspects of the work of the school in order that governors can fulfil their responsibilities
- To develop good relationships between governors and staff in order that staff feel supported and governors are informed
- To understand the implementation of policies, schemes of work and the SDP in order that governors can fulfil their responsibilities
- To appreciate how the school values of learning, caring, growing and sharing are put into practice
- To gather information to ensure more informed decision making at governing body meetings so that governance is effective
- To recognise and understand the constraints within which schools work so that governors' expectations are realistic and achievable

### IMPLEMENTATION - PROTOCOLS TO BE OBSERVED

#### Before

- Arrange monitoring (telephone/Zoom/face to face) directly with subject leaders, giving reasonable notice and a choice of dates and times.
- Inform the headteacher of any monitoring dates.
- Agree if there will be an opportunity to talk to children as part of monitoring 'pupil voice'

#### During

- Remember it's not an inspection, the monitoring is to deepen the knowledge and understanding of the governor.
- Do not make any judgement on the quality of teaching and learning

#### After

- Draft your report within a week on 1 side of A4 using the agreed format
- Give or email a draft copy of your report to the teacher or subject leader and be prepared to amend it.
- Email the report to the HT to circulate ready for the next meeting
- If you have concerns raise them verbally with the HT.

**IMPACT** – The impact of governors' monitoring will be to deepen knowledge in order to strengthen leadership and management.

Date agreed by FGB: June 2021

Reviewed:

Review due: June 2024

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**Agreed format for Governors' Monitoring**

Name of governor	Subject	Date
<p><b><u>Subject Link Questions</u></b></p> <p>Do you have an up to date action plan for your subject?</p> <p>What are your key priorities for the current year? How did you decide upon them?</p> <p>What involvement do you have in producing and monitoring the SDP?</p> <p>What monitoring activities do you undertake in order to evaluate strengths and needs in your subject?</p> <p>What are the standards across the school in your subject? How do you know?</p> <p>Is individual pupil progress tracked in your subject (core subjects plus RE)?</p> <p>Do you have any particular strategies in place for vulnerable groups? (Groups SEN/PP/EAL) (strategies/ impact/ recording and monitoring)</p> <p>What do you see as the areas of strengths or weaknesses in relation to teaching and learning, e.g. pupils' attitudes, teachers' expectations, resources, teacher subject knowledge etc.</p> <p>Do you perceive any particular aids or barriers to achievement?</p> <p>What school-wide procedures/systems support your work as a subject leader?</p> <p>What is the extent of your work with governors and parents in relation to your subject leadership role?</p> <p>How much input do you have in supporting the maintenance and development of your school's self-evaluation processes?</p> <p>Did lockdown have an impact on your subject? How was it affected and have you needed to modify whole school plans as a result?</p> <p>How are the school values of learning, caring, growing and sharing put into practice? (example please if possible)</p>		
Governor observations:		