



Governing Body Monitoring and Evaluation Policy

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Preamble

The governing body is the ‘accountable body’ in a school – accountable to parents, pupils, the local authority, as an academy to the DFE and Central Government through Ofsted. Governors are responsible for School Leadership, Health and Safety and Child Protection, Behaviour, School Finances, Teaching and Learning and Pupil Progress. As Governors have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum, they need to know what progress is being made towards targets set out in the Aspire School Improvement Plan and measure the impact of improvements as reported on in the school SEF. At Marish Academy Trust we have learned that regularly visiting the school and developing professional partnerships with a variety of staff and teams enables and supports governors to take a full part in this process.

GOVERNORS MONITORING AND EVALUATION POLICY

Policy statement

Effective governance is an intrinsic part of good leadership. An increasingly autonomous school system needs informed governors who know their schools well and hold leaders to account for the achievement, behaviour and safety of all pupils in their school, including the most able and disadvantaged pupils, those for whom the pupil premium provides support. At Marish Academy Trust, such monitoring activity will continue to be given a high priority.

A. Principles of the policy

1. Our governing body monitoring framework and policy are integral and essential to maintaining Marish Academy Trust’s effective Leadership and Management structure, which ensures the Trust fulfils all statutory requirements and both schools continue to improve.
2. It also promotes the development of the governing body as a critical friend, able to challenge and support the Trust leadership.
3. Our monitoring processes 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.
4. The information gained from monitoring will be used to keep governors, staff, local authority and parents well informed about the work of the schools.
5. Monitoring information will be used to set the educational priorities of our Aspire Academy and school improvement plans, as well ensuring robust financial management processes to secure the Trust’s future viability and success.
6. The senior leadership team, the governing body, team leaders, teachers and support staff systematically and regularly monitor their areas of responsibility to enable them to hold each other to account for the performance of both schools and contribute to the ongoing 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 schools and improvements in educational attainment and by adopting individual responsibilities in relation to improvement priority areas and by undertaking regular visits as a "critical friend".

B. Aims of the Policy

1. To get a clear and accurate picture of how effectively the Trust is achieving the highest standards possible in all aspects of its work.
2. To ensure that the Trust's aims and the targets within the Aspire Plans are being met. Or if targets or aims are not met, there is justification provided as to why this has happened.
3. To work with the Trust leadership to set SMART targets that will improve outcomes for children and the quality of teaching and learning.
4. To ensure efficient and effective use of all our resources.
5. To ensure that all pupils benefit from a broad, balanced and differentiated curriculum which includes the requirements of the 2014 national curriculum and religious education.

Governing Body Monitoring Framework

Every governing body is expected to have a good understanding of the strengths and areas for development in its school or schools.

At Marish Academy Trust Governors acquire this knowledge in many different way but include: -

- Headteacher reports given at monthly strategic board meetings
- Reports to governors by other staff members given at termly governing body meetings
- The annual budget meeting at which the Trust's Budget for each school for the coming year is discussed and ratified. Monthly finance reports at each strategic board meeting which check on cash flow and approve any unusual or large spends.
- Termly monitoring reports from the schools' improvement partner (SIP) and any other consultants that attend the school, ensuring these advisors and the school are held to account for progress towards key priorities.

- Training opportunities provided by the SIP and other consultants are offered to governors at least twice annually.
- The schools' key performance indicators e.g. raise on line report which is discussed in the autumn term, examination of tracking data on an ongoing basis at class, group and cohort level.
- Ofsted inspection reports and governors involvement in any post Ofsted plans.
- Termly impact of improvement documents and ongoing of the schools' Self-evaluation forms.
- Conducting learning walks or visits focusing on improvement priorities agreed in advance. For example, behaviour, attendance, engagement in lessons
- Providing feedback from these visits in written form promptly which is then discussed at next governing body meeting.
- Engaging in work scrutiny at every governing body meeting with the aim of identifying progress over time in books and keeping a check on marking and presentation
- Attending staff training, celebrations, productions, assemblies, school outings and staff meetings, as well as visioning and inset days when relevant.
- Our governors are all busy people but we expect that all governors will attend school for a visit at least once a term for a couple of hours, on top of their regular attendance at Strategic Board (SB) and Local Advisory Board (LAB) meetings.

Linking to a School Improvement Priority or Subject Area

At the first Governing Body meeting in September, all governors are linked with a priority area of their choice. All we ask is that they stay with this area for a minimum of 1 year so that a clear picture of that subject can be built up and relationships with staff can be developed. Governors should be accompanied on all visits relating to their focus area by a senior or middle leader.

Impact of governors engagement in school improvement work/visits

Whichever activities governors choose to undertake, these should result in self-evaluation statements in the governor visit reports and feed into the schools' impact documents:

"As a result of governors....the school now....and the impact has been...as evidenced by...."

"As a result of governors.....pupils now....as evidenced by....."

"As a result of governors.....more/fewer pupils are now....as evidenced by....."

Once up and running, the outcomes from your annual monitoring and evaluation programme should feed into:

- SIP visits
- Impact documents and ongoing school self-evaluation reviews
- improvement planning

Appendix A

Marish Academy Trust Governor Visits Guidelines

Introduction

School visits by members of the Governing Body are a key component to being an effective school governor and have potential benefits to both governors and staff. Governors should through these visits, and their work in meetings:

- Help shape the direction of the school in partnership with senior leaders.
- Develop an enhanced understanding of areas of strength and weakness so that they can support and challenge senior leaders and employed consultants to account effectively.
- Check on the use of agreed initiatives and strategies designed to improve pupil outcomes.
- Secure and monitor statutory compliance.

These guidelines are designed to aide governors and school staff to ensure that governor school visits are structured, focused productive and enjoyable for all concerned.

1. Benefits to Governors

- To recognise and celebrate success
- To develop an overview of the schools' work for themselves, not just transmitted by Headteacher or other senior leaders.
- To view children's work and see progress first hand
- To develop relationships with the staff
- To get to know the children's views about their school by asking them
- To understand the expectations of children in terms of behaviour, engagement, attendance at different stages in their development
- To recognise different ways of engaging children in learning and to view the learning environment.
- To understand the environment in which teachers and other staff work
- To see policies and schemes of work in action
- To inform governors about the curriculum and teaching and learning 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

2. Types of visit

- Initial visit to the school by a new governor (induction visit)
- Subsequent visits to the school

In advance of any subsequent visits governors must consult with their colleagues and/or senior leaders and plan the visit to ensure that everyone involved is clear about its purpose and how it fits within the governors' statutory responsibilities. Some possible purposes of visits are listed below: To gain background information and get to know the school. Some examples include:

- 'Learning walks' with an agreed focus (see example/templates below)
- Directed observations of aspects of school life – e.g. behaviour, Every Child Matters outcomes
- Regular data analysis – RAISEonline, internal tracking (e.g. 3x per year)
- Visits to develop relationships with the staff: e.g. implement questionnaires/analysis/next steps
- Visits focused on a particular priority area or initiative; for example Equalities/Inclusion audits
- Visits focused on monitoring provision for a specific age group, subject or priority area; for example focused discussions with children about their learning, or visiting the Resource Base
- Statutory compliance audits: i.e. to monitor how a particular policy or procedure is carried out. Examples would include: Health and Safety reviews and monitor school practices; for example safeguarding or attendance audits and data analysis
- Discussion or observation of meetings between/with specific leaders to discuss a subject or priority area.

Governors must always agree the planned visit with the Headteacher or a senior leadership member of staff at least a week in advance and be accompanied on the visit by a senior or middle leader. The governing body can then monitor the number and range of visits across a year during the twice annual governors' reviews of their effective held at Strategic Board Meetings in May and December each year.

3. Governors' Reports on their visits

These reports are designed to provide feedback and evidence on what was actually learnt about the school related to any agreed focus or priority. They are written on an official visit form which has been designed by the school leadership in conjunction with the governing body. These reports evidence the governors' monitoring role and must be factually accurate about what was observed. The report should set out the purpose or focus for the visit and indicate how well or otherwise they were met. Reports should be no longer than a page; they should be informative, to the point and should not include any pupil names.

Governors will be accompanied on a visit by a senior leader who may complete different internal paperwork which can be shared with staff internally. If a learning walk is undertaken during a visit a governor may complete a learning walk proforma, in addition to a visit report form. Visit report forms will be handed in to the Headteacher or their representative at the end of any visit and will be shared at the next meeting of the Governing Body. Governors should be aware that their reports will be shared with the class teachers/subject leader involved

Appendix B

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 any 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 staff and the pupils
Discuss observations with your senior leader companion
Complete a visit report form

Don't

Turn up unannounced
Interrupt the teacher
Leave without a word

Remember that visits are a snapshot in time and judgements should not be made arbitrarily.

The visit is not about:-

- Inspection
- Making a judgement about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Appendix C- General Governor Visit Report Form

Governor Meetings/Visits	
Name :	Date of visit and which site visited:
Focus of your visit: (linked to Aspire Plan/E2D priority)	
Summary of visit: (Activities undertaken – discussions with staff, pupils, observations of learning, environment, resources, extra curricula etc.)	
Areas for discussion with SLT – notes of questions to ask	
Evidence of IMPACT on school improvement priorities	
School or Phase strengths:	
Items/priorities to share with GB (successes, concerns, issues)	
Pupil Progress/standards: identify focus e.g. group, year, EAL, G&T, Pupil premium.... Please report factual information in relation to overall data. (Individual pupil data must be anonymized).	
Governor feedback/signature	
Staff feedback/signature	

Appendix D Prompts or Questions for different types of visits

General - What to look for in classrooms and around school.

How do the pupils react to the presence of the teacher, Headteacher 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?

How are transitions between and within lessons managed?

1. Questions relating to Aspire Plan Target 1 headline data re Pupil Outcomes

How does curriculum provision, teaching or leadership and management impact on standards of attainment and progress?

How do performance in all current year groups compare national figures?

Are children well enough prepared for Year 1 (have enough achieved a good level of development in the Early Years Foundation Stage Profile?)

Do enough children achieve a good level of development in the Early Years Foundation Stage Profile? In which early learning goals is achievement highest/lowest? How ready are children for Year 1 in terms of communication, language, literacy and mathematics? Is children's personal and physical development good enough?

Do enough pupils meet the expected standard in the phonics screening check in Year 1, or after re-taking it in Year 2?

Does the percentage attaining at least Level 4 in all of mathematics, reading and writing meet the attainment part of the Key Stage 2 floor standard (60% in 2013 and 65% in 2014)?

Are enough low prior-attainers (Level 1 or below) catching up to reach Level 4, by making more than expected progress?

Are enough of those who reached the expected level (2) at Key Stage 1 attaining the expected Level 4 (expected progress) and reaching Level 5 (more than expected progress)?

Is attainment above average? How much is attainment rising? In which subjects is attainment strong/weak? In which subjects is progress strong/weak?

Are enough high prior-attainers (Level 3 or above) attaining at least Level 5 (expected progress), and reaching Level 6 (more than expected progress)?

1A Questions about Pupil Progress procedures

- How and when are the children assessed? How do SLT make sure that these assessments are reliable? How are outcomes used to inform teacher planning?
- To what extent are children engaged in assessing their own work? What is the impact of this?
- How is each child's progress tracked through the school? How is this information used?
- How do SLT make sure that underachieving children/young people are identified early and correctly? What interventions are put in place to accelerate progress? How is the impact of these valued?
- When are progress meetings held with staff? How are outcomes used to improve learning?
- How might governors contribute more effectively to assessment/data analysis processes within the school?

1B Pupil Premium/SEND other vulnerable groups – Narrowing the gaps questions

Is there a gap between the disadvantaged/SEND pupils and other pupils nationally? And in our schools?

If so, how fast is it closing? How wide are in-school gaps? How quickly are any gaps closing?

Which uses of the pupil premium/SEND provision are being effective in raising progress and attainment?

2, Questions relating to Aspire Plan Target 2- Teaching and Learning

- How good is the quality of teaching in our school? How do SLT know? What happening to make it even better?
- How well does our curriculum and other activities meet the range of needs and interests of learners? What is being done to improve/enhance our children/young people's learning experiences?
- How can the governors contribute more widely to the educational provision for our children/young people?
- How many teachers have a support plan or are in capability currently?
- How are new teachers inducted and how are they progressing this year?
- How good is presentation of work in books? How do you know?
- Is marking regular and precise? Is there evidence of challenge in books?

3 Questions relating to Aspire Plan Target 3 Behaviour, safety and attendance

Is behaviour in school good? In lessons? At Lunchtime? During PE and transitions? During assemblies and wet play? How do you know?

Are robust safeguarding processes in place and rigorously adhered to? How do you know?

What does the school do to support vulnerable children and families? What is the impact on outcomes? How do you know?

Is absence below average? How much is it diminishing?

Is the proportion of persistent absentees below average? Is it falling?

Are levels of exclusion below average? Are they appropriate? Are they falling?

Does the difference between exclusions and number of pupils excluded show a low rate of repeat exclusions?

How does the attendance of specific groups in the school (Black and Minority Ethnic group, children with a Special Educational Need, Children in Care or children on free school meals) compare to others in the school population?

What are we doing to address any identified issues and how are we 'closing the gap'?

How many children in care do we have in school?

How many days absence have individual children in care in the school had? What are the reasons for the absences?

Is there an action plan in place with the social worker and or Carer to address concerns about attendance?

Who is the Education Welfare Officer (EWO) for our schools and how much time do they spend on our attendance issues?

Who is the senior member of staff responsible for improving attendance and reducing persistent absence?

Do we use penalty notices for unauthorised absences? And does the school understand the guidance issued by the local authority?

What other strategies do we use to promote outstanding attendance? What is the impact of these and how do we know?

Marish or Willow (please circle) **Work scrutiny form -Evidence of Progress over time in books/learning journeys etc**

for subjecton date..... in class/yr group(Please complete subject, date and class/yr group)

Indicate below which of the Trust expectations you have seen fulfilled in the books/other records.

☐ **Progress over time within this class making reference to groups:** There is clear evidence of progress in learning over time, (skills, content, knowledge and/or understanding) from the start of the books to the end of these books. (Children can do something at the end of the book that they found challenging at the start.)

☐ **Challenge:** For a range of pupils, covering all groups of children, including the more-able, there is evidence of progress in learning from the beginning to the end of these books. (If only for some groups/children, please indicate which and why.)

☐ **SEND:** SEND pupils are challenged and make progress over time because they have appropriately differentiated work which meets their needs.

Feedback in marking- *tick as applicable.* Teachers have high expectations in all respects including:

☐ **Amount and presentation of work** improves steadily/is maintained at a good standard over time;

☐ **Marking** is timely, adheres to agreed policy, is positive about efforts and is learning focused

☐ Generally **next steps/challenges** are differentiated and completed with **responses acknowledged**;

☐ Obvious **misconceptions are addressed**, possibly verbally, but this is noted in book;

☐ **Pupils (and other teachers) are held to account** for incomplete, substandard work and consequently improvement is evident

☐ Generally **spellings/grammar** in subject specific vocabulary/writing are addressed and corrections given.

☐ Even when in sets, there is **evident differentiation, new learning and challenge for different groups**

Marish or **Willow** (please circle) **Learning Walk form – KS/Phase/ Year groups**.....

On date..... **With focus**.....(Please complete date and focus from Aspie plan eg outcomes for more able, behaviour and engagement, learning environment, differentiation for SEND, inclusion, displays, disadvantaged etc)

Indicate below which of the Trust expectations you have seen fulfilled in these classes.

Some possible prompts are given below, but please ignore if they are not helpful.

- ☐ Learning environment is safe and stimulating:

- ☐ There is evident **Challenge** for a range of pupils::

- ☐ Teachers have high expectations

- ☐ Behaviour and engagement is good;

- ☐ **Modelling by adult makes learning explicit**

- ☐ Questioning is effective and differentiated

- ☐ **Misconceptions are addressed** and mistakes utilised

- ☐ **Pace moves children on**

- ☐ Opportunities are provided regularly for children to talk about and reflect on their learning.

- ☐ Even when in sets, there is **evident differentiation, new learning and challenge for different groups**

Audit committee Governor Meetings/Visits	
Name/s :	Date of visit and which site visited:
Focus of your visit: (linked to annual financial schedule or 3-5 year Business Plan)	
Summary of visit: (Activities undertaken – discussions with finance team/Head teacher/ALT etc.)	Follow up actions and who responsible:
Monthly checks on SCR and HR and invoices carried out and recorded on record sheet	Follow up actions and who responsible:
Comment on state of financial planning, budget forecasts, cashflow, reserves, strategic leadership actions linked to finances.	Follow up actions and who responsible:
Evidence of IMPACT of finances on school improvement priorities	Follow up actions and who responsible:
Any interaction/ correspondence shared from auditors, DFE, EFA, LA etc	Follow up actions and who responsible:
Financial strengths/concerns to share with Strategic Board	Follow up actions and who responsible:
Governor feedback/signature	
Staff feedback/signature	