**Local Board Annual Cycle of Focussed Visits 2021-22**

Governors are expected to visit schools regularly to:

* **LEARN** from the Academies
* **SUPPORT** their improvement and
* **CHALLENGE** their actions, outcomes and impact.

This document will be supported by the ATIL through the half termly scheduled Working Party Meetings.

**Term 1 Autumn**

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| **FOCUS: Academy Strategic Improvement Plan including Sports Grant plan**  LEARN: Go through & understand how the ASIP and Sports Grant are planned and the expectations of impact. Check website reflects this.  Talk me through the thought process that culminates in your ASIP being completed.  Why have you identified this priority? How do you know it’s right for your school?  **Does your ASIP respond to the needs raised by the pandemic? Can you show me? How do you know you have identified the correct need for the pupils in your school?**  SUPPORT:  Listen and reflect back to support clarity of ideas. CHALLENGE: Are the priorities evidenced from a clear need? How do you know?  What was your greatest challenge last year? What did you learn from it and has that learn being put to use in your current ASIP?  **FOCUS: Vision and Values (SIAMS for Church schools)**:  LEARN:  SUPPORT:  CHALLENGE: | **FOCUS: Safeguarding**  LEARN: Work with AH on SG Audit, focus on procedures & GDPR  Work through the process alongside the AH or attend a reflective meeting post audit (decided with your AH) SUPPORT: Action plan writing following audit & allocation of duties- what can Governors be involved in?  Listen and reflect back for clarity – can Govs support any part of this process? CHALLENGE: Evaluate previous action plan and continue to monitor impact of this Action Plan. Focus on **Peer-to-Peer abuse**, challenge systems and processes school has in place and assess effectiveness. Challenge wider staff understanding.  Safeguarding Questions to staff around and about school  Pupil – How safe do you feel in school? Are there ever any times when you feel unsafe? What would you do if you ever felt unsafe in or out of school?  Staff – what do you understand by CSE (child sexual exploitation) or CCE (child criminal exploitation)? What behaviours should you be looking out for? What do you understand by peer-to-peer abuse?  Consider anything that has come up from SG audit and liaise with AH to see if there is anything useful to find out about from staff/pupils. Question accordingly.  **FOCUS: ASP/ Data:**  LEARN: work with AH to understand current position with data in order to track through future LB meetings.  What are your big data trends over time? How do you know this data picture is accurate? Track a PP child through year on year and consider their progress pattern. What is that teaching you? What is coming up as a Q?  SUPPORT: Discuss and question AH on specific areas of interest pertaining to individual Academy and patterns/trends/anomalies.  How does data support you in your job? Do you have any concerns about it as a tool?  CHALLENGE: What is the overall data picture and where are the strengths/areas recognised for development? Are these recognised within the ASIP or other documentation – cross development. Consider PP pupils – what is the picture?  How are identified trends actioned? What is the impact of those actions? Select a pupil and follow the journey reflected in the data. What made a difference? |

**Term 2 Spring**

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| **FOCUS: SEND- linked with data- including GD**  LEARN: Systems in use for identifying need- what are their purpose? Do they have a clear impact? SUPPORT: What is offered & how that is having impact on individual schools? Consider the impact of the IIH and how the school makes use of this resource CHALLENGE: Groups, individuals progress- specific support and impact.  **FOCUS: PP- linked with data, including service children, LAC, other school identified vulnerable groups**  LEARN: Check website for PP strategy. Use in questioning. Systems in use for identifying need- what are their purpose? Do they have a clear impact? SUPPORT: What is offered & how that is having impact on individual schools? Consider the impact of the IIH and how the school makes use of this resource CHALLENGE: Groups, individuals progress- specific support and impact. | **FOCUS: Teaching & Learning**  LEARN: Participate in Learning Walks and listen to Staff responses- question to develop breadth of understanding SUPPORT: Talk to Co-ordinators, discuss curriculum design & set up link with a member of staff CHALLENGE: Take a focus subject to deepen understanding and question Co-ordinator on impact  **FOCUS: Progress/ Data inc PP:**  LEARN: develop understanding of judgements & moderation, related to progress in subject area SUPPORT: Is it clear that that the actions identified in Aut term are having an impact? CHALLENGE: What is happening for areas that are presenting as a challenge? Were they predicted earlier in the year? How effective has intervention been? |

**Term 3 Summer**

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| **FOCUS: SATs Support**  LEARN: Protocols for checking the administration of SATs SUPPORT: Attend some SATs sessions to check administration of SATs CHALLENGE: Take forward any links made with staff in subject leadership  **FOCUS: Evaluating ASIP and next year’s focus inc Sports Grant**  LEARN: Work with the Academy Head to understand priorities under consideration for next year. SUPPORT: Build with AH actions for the next year and discuss what has been effective/ had impact this year.  CHALLENGE: Evaluate the 2021-22 ASIP with AHs and ensure clear evidence of effective achievement. | **FOCUS: Teaching & Learning – well-being focus**:  LEARN: Participate in Learning Walks and listen to Staff responses- question to develop breadth of understanding SUPPORT: Talk to staff, discuss curriculum design & set up link with a member of staff in terms of computing/IT operating across the curriculum. CHALLENGE: Take Computing as a focus subject to deepen understanding and question Co-ordinator on impact.  **FOCUS: - Individual school priority**  According to need. |