



Trustee Visit Policy

Staff Responsible:	Mrs A Sheridan
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1. Foreword

Every Governing Body has a statutory responsibility to establish and monitor its schools' policies and evaluate the effectiveness of the school and its curriculum. Trustees are also held to account for their school's performance.

"The contribution of Trustees to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management" (page 27 Section 5 handbook – updated October 2017)

In making the judgement on Leadership and Management, Inspectors will consider:

- The Leaders' and Trustees' vision and ambition for the school and how these are communicated to staff, parents, and pupils
- Whether Leaders and Trustees have created a culture of high expectations, aspirations, and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

Inspectors will consider whether Trustees:

- Work effectively with Leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
- Provide a balance of challenge and support to Leaders, understanding the strengths and areas requiring improvement at the school.

At Ribbon, we have a Board of Trustees. One of the best and most effective ways in which Trustees can get to know about our school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and classrooms.

This policy draws on other model policies and best practice (in other settings). It includes a sample visit pro-forma, which will help provide discussion on the issues raised and provide a formal record for OFSTED of the Trustees' structured and systematic involvement in the work and life of the school. It should not form part of any other evidence base (e.g., Performance Management).

Why visit?

By visiting school and becoming better informed, Trustees will be:

- More aware of the needs of the school
- More able to approach staff to meet those needs
- In a good position to support the school within the community.

Several Trustees have specific responsibilities for example, Pupil Premium, Sports Premium, Health & Safety, Safeguarding etc. These Trustees are known as **Link Trustees**.

Developing the role of the Link Trustee allows the Board of Trustees to focus in more depth on particular areas of school life:

- The management of the school's resources
- The condition of the building and its use
- The use and development of teaching and support staff
- A subject specific area or a particular year group/class.

What are Trustee visits NOT about?

Trustees should be aware that visits to the classroom are not a form of Inspection. It is not the remit of Trustees to make judgements about the professional expertise of staff or the quality of teaching and learning.

A school visit is also NOT about:

- Checking on the progress of your own or known children
- Monopolising staff time
- Arriving with inflexible or preconceived ideas
- Pursuing personal agendas or issues.

How often should link Trustees make visits?

This is at the discretion of the Head teacher and depends on the number of Trustees available (to take on each responsibility) as well as the size of the school. At Ribbon, we have a rolling programme of visits (please see this policy). These visits include a variety of approaches to information gathering.

Who schedules the visit?

The Head teacher or the member of staff to whom the Head teacher had delegated this responsibility (normally the Deputy Head teacher).

Visit preparation

An important part of the visit preparation is to establish the 'ground rules'. There is some suggested guidance attached to this policy. Agreeing protocols saves time.

What should I do if you are visiting a classroom?

Before visiting there are some questions you should clarify with the Head teacher or teacher

- When I come into the classroom where would you like me to sit? What should I do if pupils ask for help?
- Would you like me to be involved in the lesson?
- What should I do if I see a pupil behaving inappropriately?
- Do you mind if I ask pertinent questions if I'm not sure about detail when helping (e.g., methods used for calculations)?

After the visit

It is essential that thanks are given and a comment on the focus agreed. Remember that as a Trustee you are visiting on behalf of the Board of Trustees and not in a personal capacity. It is not appropriate to make either judgements or promises on behalf of the Board of Trustees.

Staff should also realise that Trustees are not able to address everyday matters that would normally be sorted out as a matter of good line management.

Any expression of concern should be shared with the Head teacher / SLT as soon as possible.

Oral and written feedback should be given to:

- The member of staff involved
- The Head teacher
- The appropriate committee or lead link Trustee

It would be best if written feedback could be completed with the member of staff present or at least sent to the member of staff to be checked for accuracy.

The written reports should be discussed with the Chair of Trustees, filed, and made available to the appropriate committee or whole Board.

Monitoring and evaluation of the policy

Trustees should review this policy annually. The review should consider:

- Are we doing what we set out to do? Are we achieving the benefits outlined in the policy?
- Have I learned more about the school?
- Are we better informed and able to make good decisions?
- Do staff feel affirmed and valued because of increased Trustee involvement?
- Have I helped the Board of Trustees fulfil its' duties? Is it helping us to review School Development priorities?
- How can we make the policy and practice even better?

2. Trustee Meeting Schedule

Committee	Term	Date of Committee	Agenda out	Minutes completed by
Autumn Term 2023				
Head Teacher's performance management	Autumn Term	TBC		Panel member
Business Committee	Autumn 1	20/09/23	13/9/23	N Ball - Ribbon
Pay Review	Autumn Term	TBC	Jill Huntington	Jill Huntington - DCC
Curriculum and Standards	Autumn Term	11/10/23	4/10/23	N Ball - Ribbon
Business Committee (incl. year end accounts)	Autumn 2	15/11/23	8/11/23	N Ball - Ribbon
Full Trustees	Autumn Term	22/11/23	Jill Huntington	Jill Huntington - DCC
Spring Term 2024				
Business Committee	Spring 1	17/01/24	10/01/24	N Ball - Ribbon
Whole Board Training (if required)	Spring Term	24/1/24	As soon as possible	
Curriculum and Standards	Spring Term	7/2/24	31/1/24	N Ball - Ribbon
Business Committee	Spring 2	6/03/24	28/2/24	N Ball - Ribbon
AGM	Annual	20/3/24 (@ 4.30pm)	4/3/24*	J Henderson – Ribbon
Full Trustees	Spring Term	20/3/24 (@ 5.00pm)	Jill Huntington	Jill Huntington - DCC
Summer Term 2024				
Business Committee	Summer 1	8/5/24	1/5/24	N Ball - Ribbon
Curriculum and Standards	Summer Term	22/5/24	15/5/24	N Ball - Ribbon
Business Committee	Summer 2	12/6/24	5/6/24	N Ball - Ribbon
Full Trustees	Summer Time	26/6/24	Jill Huntington	Jill Huntington - DCC

3. Generic Curriculum Overview (Incl. Teaching Toolkit)

Generic Curriculum Overview

Our Curriculum at Ribbon

Sequential & Progressive Teaching

Our 'Curriculum Overviews' are essential to map out all key curriculum areas. The maps identify **focus topics**, as well as **key knowledge and skills** that should be taught throughout. These maps collate learning opportunities in both previous and upcoming year groups to inform purposeful learning.

When planning, teachers carefully consider the full sequence of learning to **break-down learning into manageable chunks** (considering the limitations of working memory), in a progressive manner to encourage connections when learning. To support this process the 'S' plan thinking strategy is used.

The 'Learning' Process

At the core of learning is an understanding of the learning process is essential. As illustrated below, we value the **primary role of attention** to spark the learning process. We recognise the **difference between performance and learning**, recognising the need for **change in long term memory** for learning to be evident.

Retrieval strategies are regularly integrated within lesson design, allocating time for children to recall prior learning which supports the retention of learning. A consideration of learning, within the unit of work is supported as well as prior learning in previous topics and year groups.

Inclusivity

Adaptive and flexible teaching is key to ensure inclusivity. **Adaptive activities, high expectations of outcome and challenges** are incorporated to ensure accessibility to learning. Primarily our **HILP/TLP support** and work from key **Support Assistants** is invaluable providing additional opportunities for **guided practice, a slower pace of learning and other explanatory tools**, to develop confidence and independence within our learners. This is monitored each lesson through support and self-assessment traffic lights.

Our **'Wave Approach'** to intervention ensures **proactivity and reactivity** when supporting and challenging all learners to **'keep up not catch up'**.

- Wave 1** provides and ensures necessary **in-class support** to all learners to ensure inclusivity.
- Wave 2** intervention gives our children dedicated **time, support** and opportunity to develop their **confidence** and ensure **success** with learning. This involves additional afternoon sessions re-teaching content delivered in class as a **'Post-teach'** or preparing learners for the next day's learning content with a **'Pre-teach'** lesson.
- Wave 3** support provides key children with **precise and focused intervention** to support the plugging of gaps in learning. We use, PIXL, Lexia, Power of 2, Plus One and Word Wasp for Wave 3 intervention.

High-Quality Teaching & Learning

Through **evidence-based research**, CPD at Ribbon engages teachers in reflective practice to fine tune the Quality First Teaching at Ribbon. Our CPD programme focuses on the learning, practising, applying and reviewing, with opportunities to explore concepts as a whole school, within phases and specifically through subjects. We strive to maximise participation, deliver quality explanations, set high-expectations for all and respond to the needs of our children through effective assessment. Our **Teaching Toolkit** collates these strategies and is used by all class teachers to support decision making and lesson design. **Templates** have been created to support the implementation of the tools introduced in a **wholly and consistent manner (across school)**.

Subject Areas

Our curriculum offer is well-balanced acknowledging the essential knowledge and skills that the 'Core' subjects offer (as well as recognising transferability to other areas of learning). Our 'wider curriculum offer' further develops a repertoire of knowledge and skills across the curriculum. Which builds term-on-term, year-on-year. Subject Leaders have carefully considered the knowledge and skills in the prime and specific areas of Early Years to best sequence and progress learning coherently into Key Stage 1 and Key Stage 2. To support the teaching of each area, 'Schemes of Learning' are often used to support with the subject knowledge of our teachers and cohesion of planning. These are detailed in green below.

Core	Foundation
Phonics (Sounds-Write)	Humanities
Reading (Core Texts, VIPERS, Accelerated Reader/ Reading Plus)	<ul style="list-style-type: none"> Geography History RE (Durham Locally Agreed Syllabus)
Writing (Writing Cycle)	The Arts
Maths (Teaching for Mastery)	<ul style="list-style-type: none"> Art & Design Design & Technology (DT)
Science (ReachOut CPD)	PE (School Sports Partnership)
	Computing PSHE (Incl. RSE) (Jigsaw) MFL (French) (Salut!)

Most core subjects are taught daily (except Science which is taught weekly). Year groups are allocated either **Geography and DT** or **History and Art** to teach over a half term to maximise the sequence of learning in all four subjects. Computing, Music and PE are taught the weekly our PPA cycle, with an additional teacher-led PE session each week. RE, PSHE and MFL (KS2) are taught weekly.

The 'Learning Enquiry'

As we proactively monitor the Quality of Education at Ribbon, the **'Learning Enquiry'** is a comprehensive approach that takes into consideration **learning in classrooms**, evidence collated in **books**, the preparation of **resources through planning**, the **pupil voice** and clarity through **discussion with staff**. Each enquiry is tailored to school priorities detailed in the School Development Plan and Subject Specific Action Plans.

Over the course of a day, **Senior Leaders and Subject Leaders** engage in a timetable of activities to best analyse the quality of education in a subject area to identify **areas of strength and development** for implementation, teaching and learning informing next step actions which are essential for curriculum improvement.

Reading at the Core

We value the importance of each child at Ribbon firstly **'Learning to Read'** before developing the ability and desire to **'Read to Learn'**, reading is central to the curriculum we offer. From our **rigorous approach to the teaching of phonics**, through to our **class book approach**, and core texts and poetry across our English and Wider Curriculum subjects, our children are exposed to a wide-range of genres, topic areas, levels of complexity and styles of writing. Our class books **inspire both Writing and Reading lessons**, where children are taught to apply skills and knowledge within a context. Where possible, **books link to wider curriculum subjects** to support and enhance learning.

With support of **Decodable Readers** and a variety books available through **Accelerated Reader**, our daily Book Club thrives with children eager to read. Additionally, three 30-minute **Reading Plus sessions** per week support our KS2 children develop reading fluency and comprehension.

Our Curriculum at Ribbon

Teaching Toolkit

In our approach to further develop the consistency of high-quality teaching and

learning, our Teaching Toolkit aims to standardise our research evidenced CPD into practical planning and teaching tools. These tools are built upon, reviewed, and reflected upon throughout our series of PD and the implementation of these tools is monitored through our learning enquiry approach. When considering the tools, we stress that: 'Everything works somewhere, nothing works everywhere', encouraging teacher judgement and justification for tool choices.

Teaching Toolkit

2023-24

No Hands Up	Support/ SA	Schemas	Dual Coding	Vocabulary	Small Steps
To encourage all children to attend, think and participate in-class remove hands-up from tasks.	Encourage children to reflect on their level of independence and the complexity of task.	Use familiar activities and structures to focus learning on the new knowledge and/or skill, rather than the activity.	To support explanations present information visually as well as auditory to free up working memory capacity.	Share and explain new/focused vocabulary to develop context, understanding and connections.	Breakdown learning into small, achievable steps to support with success and retention of all.
Consistent Presentations	Retrieval Practice	Modelling of Standards	What is...	Worked Example Pairs	Incomplete WE
Through familiar and consistent formatting, support direct attention of pupils onto learning content.	Engage children into retrieving prior learning within the topic, from another topic and from across other year groups. This should be spaced, repeated and effortful, but successful.	Use squares or lines and directly model presentation with the children before independent work to provide clarity and set expectations.	Refer back to the bigger picture of the subject, so children know 'why' they are learning the content within the lesson.	Use 'My turn, your turn' to guide pupil practice providing clear explanation and modelling.	To focus on a specific step, provide incomplete problems which develop independence in this step.

Strategy Comparison WE	Incorrect/ Correct WE	Value- Expectancy- Cost	Motivation	Formative Assessment	ACEs Aware
Compare two strategies to solve the same problem, identifying and analysing patterns, relationships and efficiency	Once competent with a concept/procedure, show incorrect examples to explore an error or misconception to develop deeper thinking.	Support children to understand the value in the learning, whilst ensuring they believe they can be successful without requiring too much effort/time.	Implement the 5 core drivers to support and develop motivation for learning.	Organise learning to create confident learners through identifying clear I, uncovering understanding and identify success and improvements	An adult must be regulated in order to regulate a heightened child.
Visible Consistencies	Attention and Participation	Connected Learning			
Consistency is key and must be routed in kindness. Stop → Notice → Remind → Move on	Minimise distractors and maximise the learning environment to gain attention. Develop interest, curiosity and strive for participation of all.	Where possible, connections to prior learning, experiences and interests should be made to ensure learning is 'made to stick'.			

Teaching Toolkit

2023-24

4. Learning Enquiry Schedule

To internally monitor the curriculum and standards across the academy, we have developed a schedule of 'Learning Enquiries', where subject leaders (alongside a member of SLT) conduct learning walks, lesson observations, book looks, pupil voice, environment checks, teacher discussions and planning/resource checks. This day is planned in conjunction with the School Development Plan and Subject Action Plans to support the focus of the days against school priorities. We encourage Trustees to join these planned days to support their insight into our curriculum, as well as share their feedback.

Planned Schedule of Learning Enquiries - 2023/24:

Autumn 1								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
			Teaching Standards		Reading	Maths	Music	
Autumn 2								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
		History	PSHE	Geography	Writing	PE		
Spring 1								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
		Science	MFL	Art	RE		DT	
Spring 2								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Reading	Maths	Science	Computing	Writing			
Summer 1								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Music	Geography	History	Art				
Summer 2								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

	PSHE	PE	DT		MFL	RE		
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5. Curriculum Focus Days

Additional to Curriculum and Standards Trustee Meetings, we have organised 'Curriculum Focus Days'. During these days Subject Leaders will deliver a presentation outlining how their subject is delivered at Ribbon, sharing feedback from Learning Enquiries, action plan updates and key priorities moving forward. Exemplar work will be shared, and questions will be welcomed.

Autumn Focus Date: Wednesday 13th December 2023
Subject Focus: Safeguarding/ SEND

Spring Focus Date: Wednesday 24th April 2024
Subject Focus: Maths

Summer Focus Date: Wednesday 10th July 2024
Subject Focus: PE

6. Staff CPD Schedule

Our CPD is open to all members of staff (including Trustees). We encourage Trustee participation, to support key updates, messages, and action points. Due to the collaborative nature of our Staff CPD, the insight of our Trustees is respected and gratefully accepted. Should Trustees wish to attend any of our weekly CPD sessions, please inform the Head teacher.

7. Link Trustees

Please find detailed below the allocation of Trustees to key areas of our curriculum.

Subject Area	Name of Trustee(s)
Early Years SEND Looked After Children	Elaine Chandler
Safeguarding SEND Looked After Children	Ian Stephenson
PE/ Sports Premium Safeguarding Training & Development	Peter Garrod
Design & Technology PSHE	Hayley Williams
Science Pupil Premium	Kathryn Maddison
Geography	Deanne Richardson

Subject Area	Name of Trustee(s)
History RE	
Art Music	Michael Morton
Maths Computing	Steve Ball
Trips & Visits MFL Health & Safety	Julie Griffiths
English PSHE	Victoria Scott

8. Visits Template



Trustee Monitoring Report

Name:		Date:	
Trustee's Area of Responsibility:			
Focus of visit:			
Member(s) of staff involved:			
Link to School Development Plan/SEF:			
Sources of information used:	Viewed/Undertaken (✓)	Information Type	Comments
		School Development Plan	
		Policies	
		Data	
		SEF	
		Classroom observation	
		Pupil Voice	
		Book Looks	
		Discussion with staff	
	Planning/ Resource check		
Summary of activities			
Key findings:			
Impact and questions for Trustees to consider:			
Key questions for next visit:			

