
Monitoring and Evaluation Policy

Spring 2017

Summary

This policy outlines the procedures for monitoring and evaluating the teaching and learning process within the school.

It works alongside the following policies: Teaching and Learning; Performance Management; Appraisal; Assessment

Recommendation

This is a policy new to the school. The recommendation is that Governors read and consider the entire policy.

Author's Role	Headteacher
Date	Spring 2017
Internal Review Date	Spring 2018
Official Review date	As changes to policy

Introduction

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the improvement of our school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

Monitoring and evaluation are part of a planned process and involve a range of different people over the course of a school year.

Monitoring and Evaluation Framework

We use a six stage cycle for school improvement to provide a framework for evaluating performance. This is:

1. School Evaluation Form
2. School Improvement Plan
3. Setting targets for staff through Performance Management
4. Setting targets for children through parent/child target setting meetings
5. Monitoring the quality of teaching
6. Monitoring standards of learning

Monitoring and Evaluation Activities

The above cycle allows us systematically to gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets, both whole school and individually.

The quality of teaching

The Quality of Teaching is monitored through a range of evidence:

- Formal classroom observations
- Learning walks
- Pupil Interviews
- Planning
- Book Scrutiny
- Staff/peer observations

Following Ofsted guidelines staff are no longer given a grade for each of these monitoring activities separately. Feedback from each of the monitoring activities are collated on to a teaching profile sheet by the Assistant Headteacher for the phase. This gives Senior Leadership a good overview of the quality of teaching in each classroom, and what teaching looks like over time, rather than as a snapshot judgement.

Each class teacher is formally observed by a member of the Senior Leadership Team three times a year. SLT agree the observation date and the focus. The focus is linked to the school improvement plan, performance management of the teacher or an agreed whole school issue.

The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The staff member's line manager arranges for any CPD necessary as a result of the observation.

Peer observations: teachers may organise classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

The SLT feed back to the Governors of the Teaching and Learning sub-committee about the quality of teaching within the school. This supports the identification of whole school strengths and weaknesses and informs the development of the School Improvement Plan

Support staff are included in the classroom observations, and receive feedback about their performance either with their class teacher or separately. Monitoring activities for support staff are agreed according to identified need/areas for improvement. This is part of their performance management structure and/or as part of the school improvement process.

The quality of children's learning

Staff gather evidence about the children's attitudes to learning and the attainment and progress that they are attaining in lessons. SLT will find out the pupils attitude towards learning through questionnaires and pupil interviews. This evidence will be discussed at whole school and individual pupil progress meetings. It helps us to make evaluations about the impact of the school improvement plan and continually develop the school improvement process.

The standards attained by children

SLT/staff gather evidence about standards and where appropriate carry out scrutiny of children's learning. This involves the sampling of children's learning including children below expectation, in line with expectation and above expectation within each class. Staff use the evidence gathered to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by the Senior Leadership Team to set priorities for school improvement.

At the end of each term, each class teacher takes part in a pupil progress meeting with the Assistant Headteacher for the phase and the Inclusion team. This is an opportunity to moderate judgements and ensure that challenge within each classroom is rigorous and sustained.

Data produced for and agreed at termly Pupil Progress meetings is collated into the "Executive Summary", which is shared with SLT, SIA and Governors.

The quality of teachers' planning

Long term and medium term planning is monitored by the Subject Leaders. Long Term Plans are published on the school website.

The HT/AHTs record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

The targets set for children's learning

Whole school curriculum targets are set annually in the school improvement plan and realised through performance management; as required for reading, writing and maths. All children have personal learning targets for Reading, Writing and Maths. The teacher reviews the children's Age Related Expectations at the end of each half-term recording their judgements using the school Assessing Without Levels procedures. This is recorded on the O-Track assessment system that Fieldhead Carr uses. The SLT and the class teacher review these targets and the progress which the children make, identify areas for development and feed these actions for improvement back to governors.

The Head Teacher and Governing Body, in consultation with the LA, review the progress which the school is making towards its National Curriculum targets in English and Mathematics in the Teaching and Learning sub-committee which meets three times over the school year. The government have set a non-negotiable target of 85% of children at Age Related Expectations at the end of every Programme of Study (each year group).

The targets set in our school improvement plan

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the school improvement plan. The School Business Manager supplies the governors with termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan. The planning cycle involves the Governing Body in evaluating the progress of the current school improvement plan, ensuring that Governors have a clear view of the school's strengths and weaknesses.

Monitoring the curriculum other than Literacy and Numeracy

The curriculum leader and subject leaders will monitor subject areas through lesson observations, scrutiny of work and standards. Subject leaders carry out a subject audit annually and make a judgement about attainment in their subject areas. They also analyse this data and put forward areas for development. The SLT use this evidence to identify areas for improvement in the SIP.

Monitoring and evaluation as part of performance management

The Performance Management Cycle led by the DHT and SLT provides a framework for implementing the processes of target setting, planning, monitoring and evaluation of the School Improvement Cycle for all teachers and support staff on an annual basis.

Ofsted School Self Evaluation Form

The SEF will be up dated by the SLT at least termly. The SLT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible. The School Improvement Advisor will monitor the SEF form with the Head Teacher at least annually. The Governors will monitor the SEF form at least annually.