
Monitoring and Evaluation Policy

Spring 2018

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 2018
Internal Review Date	Spring 2019
Official Review date	As changes to policy

Introduction

At Fieldhead Carr, there is a rigorous program of monitoring and evaluation in place to ensure our school recognises its strengths and weaknesses so that we are in a position to make a judgement about how effective our school is and the quality of the offer we provide for our children.

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.

1. School Development Strategy

Our School Development Strategy combines the Self Evaluation Framework with the School Development Plan and provides an overview of where the school is from an Ofsted perspective and clear objectives for improvement during the academic year ahead. The document outlines timescales and persons responsible for each objective. The school budget is also set according to these objectives. The School Development Strategy is monitored by the Senior Leadership team, who are held accountable by the Governing Body.

2. The Quality of Teaching and Learning

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

- i. *Lesson drop ins/learning walks*
- ii. *Pupil Interviews*
- iii. *Planning*
- iv. *Book Scrutiny*
- v. *Data*

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 Performance Review document by the Senior Leadership team. This gives Senior Leadership a good overview of the quality of teaching in each class room, and what teaching looks like over time, rather than as a snapshot judgement.

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 School Development Strategy.

Lesson Drop Ins/Learning Walks

Ten minute lesson drop ins occur fortnightly each term. These change focus every half term, from literacy to maths or vice versa. These foci are linked to the School Development Strategy and consequently the performance management of the teacher.

The teacher and the observer follow up each part of the performance review with a feedback discussion. The observer notes the strengths and areas for development, and this is recorded on the Performance Review document,

which is saved centrally and password protected. These are discussed between the teacher and a member of SLT at the end of each term.

For CPD in our school, we use these performance reviews to identify areas of strength to be shared with colleagues throughout the school, as well as areas to develop, which can be supported through visits to other staff, training courses, visits to other schools etc.

Support staff are included in the Performance Reviews, 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. Support staff undertake weekly training sessions and attend weekly team meetings and termly pupil progress meetings in order to ensure accountability is shared and impact is evident.

All subject leaders undertake learning walks each term as part of their subject leader responsibilities. There is a shared focus for each one that is shared with staff before it is carried out. Feedback is then given as a result of this and also informs the subject leader Worklogs and Impact Strategies.

Pupil Interviews

Staff gather evidence about the children's attitudes to learning and the attainment and progress that they are making 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.

Planning

Due to teacher workload guidance, planning is no longer monitored at Fieldhead Carr. We do however that Yearly Overviews (long term plans) are shared on the website and in the parent hand books. We also have an expectation that teachers complete medium term plans every term to map coverage and that unit plans exist in electronic notebook form. Both of these documents are saved centrally. This allows for consistency when staff are absent and means good practice can be shared. There are agreed whole school formats for all of the planning documentation.

Book Scrutiny

As part of the termly Performance Review process, core subject book scrutiny is undertaken by members of SLT. This monitoring is designed to a) to validate in year attainment and progress judgements and b) ensure that standards in books are consistently high across school and compliant with whole school systems. Books also form part of Pupil Progress meetings for teachers to exemplify their assessment of the children. Fieldhead Carr undertakes internal and external moderation over the course of the year to ensure that our judgements are accurate in a wider context.

Subject leaders monitors outcomes and standards in books as part of their subject leadership and feedback from this forms part of the subject lead worklog and Impact Strategy.

Data

Every half term, staff gather data about the attainment and progress of each child in the class. In half term 1, this data is teacher assessed and in half term 2, there is a formal PUMA (maths) or PIRA (reading) assessment. Writing is always teacher assessed. This data is entered on to the whole school tracking system. In half term 1, phase leaders

monitor the data and have informal conversations around any children who are at risk of falling behind. At the end of half term 2, a full Pupil Progress meeting is held by the phase leaders, where class teachers and support staff analyse their data and set targets for the following term. These targets are set from looking at both the child's in year data and historic school data to ensure the 'value added' offer the child is receiving is consistently high. This information is shared with the pastoral and inclusion team to ensure that other interventions are put into place when necessary.

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 a termly Data Report which is shared with SLT, SIA and Governors. At the end of the academic year, a more lengthy data report is written with a deeper level of analysis and target setting for the next academic year as part of the School Development Strategy.

3. Raising Standards as part of performance management

The Performance Management cycle led by the SLT provides a framework for implementing the processes of target setting, planning, monitoring and evaluation of the School Development Strategy for all teachers and support staff on an annual basis. Performance management meetings happen twice a year, in the autumn term to review targets from the previous year and to set targets for the new year and in the Spring term to undertake a mid-point review.

For more information, please see the Teachers' Appraisal policy.