

Monitoring and Evaluation Policy

1 Introduction

- 1.1 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 development of our school.
- 1.2 Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.
- 1.3 Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.
- 1.4 Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

2 Monitoring and evaluation framework

- 2.1 We use The Five-Stage Cycle for School Improvement (as defined by the DfEE's green paper Teaching Excellence) to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:
- how well are we doing?
 - how do we compare with similar schools?
 - what more should we aim to achieve?
 - what must we do to make it happen?
 - taking action and reviewing progress.

3 Monitoring and evaluation activities

- 3.1 This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.
- 3.2 **The quality of teaching**
The headteacher or the deputy headteacher observes all teachers working with classes at least once a term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. Teachers negotiate the observation date and the focus reflects an agreed whole-school focus that is linked to the school improvement plan. 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 headteacher builds the development points into the school's continuing professional development programme.
- 3.3 Where a subject has been identified in the school improvement plan as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question. Each year we identify two subjects as priority areas. Subject leaders monitor the quality of teaching in their subject and select

Monitoring and Evaluation Policy

a specific focus for the observation. This gives feedback about the progress of specific actions in the school improvement plan.

3.4 The quality of children's learning

In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the school improvement plan.

3.5 The standards attained by children

In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the standards that the children are attaining in lessons. All subject leaders undertake, where appropriate, a termly scrutiny of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform their annual subject action plans. These form part of the school improvement plan.

3.6 The quality of teachers' planning

Teachers give their medium-term planning to the appropriate subject leader at the beginning of each term/half term. The subject leader records any common issues and passes on information about these to the headteacher. Teachers receive verbal feedback from the subject leader. Teachers hand their weekly planning to the headteacher on Monday morning. The headteacher returns the planning by lunchtime with any written comments.

3.7 The targets set for children's learning

All children have personal learning targets for literacy and numeracy. The teacher reviews these when appropriate, depending on the age of the child. The teacher reviews the children's National Curriculum levels at the end of each school year and sets the targets for the end of the next school year. The headteacher/deputy headteacher and the class teacher review these targets and the progress that the children are making during February.

3.8 The headteacher and governing body, in consultation with the LEA, review the progress that the school is making towards its National Curriculum targets in English and mathematics in October of each year.

3.9 The targets set in our school improvement plan

The headteacher gives the governors a termly report in which s/he identifies progress against the targets within the school improvement plan. Governors make regular visits to the school as part of a planned programme of monitoring. The governors and headteacher agree the focus of these visits when formulating the school improvement plan. Governors focus on one particular curriculum area or aspect of the school. The headteacher supplies the governors with monthly 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 as part of the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

4 Monitoring and evaluation – key tasks

4.1 In the autumn term we ask ourselves two key questions:

- How well are we doing?
- How do we compare with similar schools?

4.2 We analyse the trends in our school performance using the DfEE's Autumn Package. We:

- examine national summary results;
- examine national value-added information;
- make comparisons with similar schools.

4.3 We also discuss what more we should aim to achieve when we:

- determine individual end-of-key-stage targets;
- determine whole-school end-of-key-stage targets;
- agree statutory targets with the governing body.

4.4 We discuss what we must do to improve our school performance and set a date to:

- review our curriculum plan to support agreed targets;
- review the school improvement plan to support agreed targets.

4.5 We review progress by:

- monitoring and evaluating the progress of individual children;
- monitoring and evaluating the progress of cohorts of children.

5 Monitoring and evaluation as part of performance management

5.1 The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

Signed:

Date: