



## 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.
- 1.5** Assessment for Learning is also a planned process to ensure that there is Learners' engagement with learning
- Learners more motivated to learn.
  - All learners more positive and actively engaged.
  - Increased participation in discussions and questioning.
  - Greater learner self-confidence and self-esteem.
- Learners' performance
- Quality of learning improved (achievement and attainment)
  - Quality of speaking and listening improved
  - Improved learner behaviour
- Classroom practice
- Improved understanding of how learning takes place.
  - Greater consideration of how learners learn
  - Increased emphasis on encouraging learners to reflect on the processes used, **how** they learn and what they have learnt
- 1.6** Listening to learners is considered to be a vital aspect in monitoring and evaluation.

## **2 Monitoring and evaluation framework**

We use CRIS Model for School Improvement

C	–	Celebrate
R	-	Refine
I	-	Improve
S	-	Support

## **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 and SMT to observe 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 Development 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 and the Headteacher. 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 Development Plan as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question. Core subjects are evaluated every term while foundation subjects are monitored through a rolling programme. This gives feedback about the progress of specific actions in the School Development Plan.

### **3.4 The quality of children's learning**

In the course of their lesson observations, the headteacher, SMT 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 Development Plan.

### **3.5 The standards attained by children**

In the course of their lesson observations, the headteacher, SMT 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 likewise the SMT. This involves the sampling of children's work from a range of abilities within each class. These form part of the School Development Plan.

### **3.6 The quality of teachers' planning**

Teachers give their medium-term and short term planning to the appropriate subject leader each 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. The SMT monitor planning by sampling throughout the term. The SMT discusses these comments and also samples the short and medium term planning every half term.

**3.7 The targets set for children's learning**

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, SMT and the class teacher review these targets and the progress that the children are making.

**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.

**3.9 The targets set in our school improvement plan**

The headteacher gives the governors a report in which he identifies progress against the targets within the School Development 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. The headteacher supplies the governors with 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** 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 Benchmarking data. 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;
- determine end of year targets in all classes;
- 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. (Pupil Tracking).

## 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.

## 6. Timetable of Monitoring

### Subject Leaders

Core Subjects - Every Term (Agreed Aspect)  
Foundation - Over a two year period (Agreed Aspect)

### SMT

The SMT monitors and evaluates all work carried out by the subject leaders via discussion etc. The SMT also monitors areas of self evaluation that have been identified as developments and Performance Management issues. In addition to this the SMT analysis and monitors all data etc. generated within the school in order to set targets and identify areas for development. Likewise data provided by the LEA in the form of benchmarking.

This work culminates as part of the School Development Plan which in turn is monitored and evaluated regularly by the SMT and twice yearly by all staff.

**Signed:**

**Date:**