

Drew Primary School MONITORING AND EVALUATION POLICY



'Learning today for tomorrow's world'

Agreed at Governing Body Meeting on _____

Signed Headteacher: _____

Signed Chair of Governors: _____

Introduction

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2002

We believe it is essential that the quality of teaching and its impact on children's learning is both regularly monitored and evaluated throughout the school.

We believe monitoring is best defined as the process of gathering information about actual practice and performance and making sure what is planned is actually taking place. Whereas, the main purpose of evaluation is to make improvements based on the judgements made from monitoring.

We have in place an effective process of monitoring and evaluation undertaken by the headteacher, senior leadership team, subject coordinators, governors, parents, pupils, the local authority and the local community.

The monitoring and evaluation process will look at standards and achievement, the quality of teaching, the quality of learning, the quality and range of the curriculum, assessment, recording and reporting, pupils with SEN, More Able pupils, the efficiency of the school, pupil attendance, spiritual, moral, social and cultural development, links with parents, pupils, management and administration, staff development, health and safety, and links with family of schools.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To ensure that both teaching and learning are regularly monitored throughout the school.
- To have in place an annual system for monitoring and evaluating.
- To have in place a common framework for evaluating performance, target setting, planning, taking action and monitoring progress.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel and pupils are aware of and comply with this policy;
- organise a monitoring and evaluation model such as:
 - monitoring and evaluating schemes of work and planning
 - scrutinising pupils work
 - listening to learners
 - undertaking learning walks
 - classroom observations of teaching and learning
 - classroom observations of focused target groups
- work closely with the Governing Body and the coordinator to analyse data and set realistic targets;
- monitor the quality of teaching by agreeing set criteria such as:
 - timetable for observing teaching
 - an agreed format for recording the observation
 - an agreed format for giving feedback on the observation
 - the focus of the observation
- review the school's targets in Mathematics and English every year and set new targets for the following year;
- ensure the school self-evaluation statement is current;
- ensure the school improvement plan is up to date and shared with governors and school personnel;
- monitor the effectiveness of this policy by ensuring the:
 - Governing Body are aware of the strengths and weaknesses of school performance as highlighted in the self-evaluation statement
 - self-evaluation statement is up to date and accurate
 - school improvement plan reflects the strengths and weaknesses as highlighted in the self-evaluation statement
- Report to the Governing Body on the success and development of points within this policy.

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor teaching and learning;
- monitor the performance of pupils by analysing data, by discussion with class teachers in order to inform target setting;
- report the analysis of data to the Headteacher, staff and governors;
- ensure assessment data is used to inform future planning;
- assist in writing and keeping up to date the school self-evaluation statement;
- assist in writing the school improvement plan;
- monitor the progress and development of points within this policy;
- assess the impact of this policy

Subject Coordinators

Subject coordinators will:

- monitor and evaluate their subject areas;
- provide feedback to staff;
- gather evidence during lesson observations of pupil's attitudes to work;
- evaluate standards by looking at samples of pupil's work from a range of abilities;
- check medium term planning;
- provide feedback to staff;
- analyse pupil data;
- complete the annual subject audit;
- lead the development of this policy throughout the school;
- work closely with the Headteacher
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- review and monitor;
- report to the Governing Body on the success and development of their subject area

Role of Teachers

Teachers will:

- comply with all aspects of this policy
- undertake appropriate training;
- produce quality planning;
- analyse pupil data;
- complete tracking sheets;
- discuss and set targets with each child in their class;
- meet with parents three times a year to discuss pupil progress;
- discuss with and keep each child informed of their progress throughout the year;

- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the SENCO

The SENCO will:

- comply with all aspects of this policy
- undertake appropriate training;
- analyse data of SEN pupils
- monitor the differentiation of pupils work by looking at schemes of work and planning, scrutinising pupils work, observing and by listening to learners;
- assist in setting targets;
- report to the Governing Body

Raise Awareness of the Policy

We will raise awareness of this policy via the school website

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - scrutiny of pupils work
 - listening to learners
 - learning walks
 - classroom observations
 - data analysis
 - target setting
 - pupil tracking
 - moderation
 - self-evaluation statement
 - school improvement planning
 - sharing good practice
 - performance management
- receive training on this policy every three years
- receive equal opportunities training on induction

Monitoring the Effectiveness of this Policy

The practical application of this policy will be reviewed by the Headteacher and SLT and taken to the policy committee for review.

Linked Policies

▪ Assessment	▪ Curriculum Policies
▪ Teaching and Learning	▪ Performance Management
▪ Equalities Policy	▪ SEN Policy
▪ Whistle Blowing Policy	▪

