

Monitoring Policy



Monitoring and Evaluation Policy

Why do we conduct monitoring and evaluation?

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing;
- identify our strengths and weaknesses to ensure the best possible standards of teaching and learning;
- celebrate our strengths;
- ensure that our future actions are targeted to address the weaknesses;
- ensure that pupils progress and develop and attain the best standards;
- ensure that pupils have a positive attitude to their work and that their behaviour is good;
- inform the cycle of school development planning;
- allocate resources in the most effective way.

Who is responsible for leading the school's work on monitoring and evaluation?

- It is the responsibility of the Head Teacher and the Leadership & Management Team, to ensure that our monitoring and evaluation exercises are rigorous and thorough. All staff and governors are involved in the process;
- Monitoring should lead to appropriate action where necessary to address issues of concern.
- The system is manageable and all stakeholders work to agreed criteria.

How do we monitor and evaluate our performance?

1. We analyse data.

The school is provided with a rich variety of data throughout the school year. In-house data is complimented by data from Ofsted and Department for Education, mainly through the annual published information, by Family Fischer Trust (FFT) and by the Local Authority and Trust.

This data provides a range of information. The most significant information is:

- How we perform compared to all schools;
- How we perform compared to similar schools;
- How different groups of pupils perform, (the characteristics of these groups include gender, ethnicity, Disadvantaged pupils, SEND, achievement level and EAL);
- The value added by our school compared to other schools.

Criteria:

Staff are aware of standards. Staff and governors know strengths and areas for development

2. We observe teaching and learning.

There is a programme of learning observations with three strands;

- an annual audit of learning led by the CEO;
- focused lesson observations arising from other action plans of the school development plan;
- regular learning walks by the Leadership & Management Team, Senior Management Team and Subject leaders.
- The learning environment is an important part of teaching and learning and thus this is monitored on a regular basis.

Criteria:

Teaching reflects clear learning objectives in planning

A variety of teaching strategies are evident

Children are stimulated and engaged

All pupils make progress in their learning because of effective assessment of/for learning

Teachers have a sound knowledge of the subject

Independent learning is evident

Displays will be varied and updated regularly

Displays will reflect the work of the children

The classroom should be tidy and have clear routines

Children behave appropriately in order to learn

3. We scrutinise pupil's work and talk to pupils.

A key feature of the subject action plans of the school improvement plan will be regular examinations of pupils' work, most often by looking at a sample from each class and talking the work through with pupils. The Leadership & Management Team have discussions with children throughout monitoring activities. Feedback from this scrutiny is fed back to staff.

Criteria:

The standard of work in books indicates progress

Presentation of work follows subject policies

Feedback is provided to the learners regularly and is linked to pupil targets

Pupils are aware of ways of moving forward

Pupils know how they learn best

4. We scrutinise test papers and regular assessment results.

There is an annual programme of tests taken by the pupils currently SATS and other optional tests. The LMT, SMT, subject leaders and class teachers, where appropriate, will analyse the results in terms of areas of strength and those needing development which will then be feedback and used to move the learning forward.

Criteria:

Records are kept up to date

Staff are aware of learning progress made by individuals and groups

5. We also collect information through a range of other means.

There is a range of other means of collecting information, such as:

- parent and pupil questionnaires;
- surveys;
- school council meetings;
- planning.

Criteria:

Children are enthusiastic about learning

The school is aware of its strengths and areas of improvement

Stakeholder views are collated and acted upon

What is the role of the governing body?

In order to fulfil its dual role of making strategic decisions and acting as a critical friend the governing body requires information at an appropriate level of detail.

This is achieved in the following ways:

- a written report to the full governing body once a term from the Head Teacher, usually focusing on the priorities in the School Development Plan;

- regular reports on progress in implementing the action plans in the School Development Plan to the governing body.
- Participation in actual monitoring activities

What are the roles of the Trust and Ofsted?

The Trust has a duty to monitor the school's performance. This is achieved in two main ways:

- through its own analysis of data;
- through review visits.

How do we ensure that monitoring and evaluation is rigorous?

It is the responsibility of the Head Teacher and Leadership Team to ensure that our monitoring and evaluation exercises are rigorous by ensuring that the programme is thorough, and by providing training and support for staff.

Monitoring is conducted in such a way as to take into account the workload and well-being of staff. A termly timetable will be constructed to outline areas for monitoring and evaluation in line with the School Development Plan. This allows all staff to be prepared for monitoring activities as well as ensure that monitoring processes are rigorous and helpful in the process of continual school development. Monitoring activities are recorded on evidence forms which are representative of aspects of teaching and learning.