

HEATON ST. BARNABAS' C.E.(V.A.) PRIMARY SCHOOL

Policy for Monitoring and Evaluation

Introduction

In our school we plan learning and teaching 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 the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- ✓ Promotes excellent learning and teaching throughout the school;
- ✓ Ensures excellent planning and delivery of the curriculum;
- ✓ Identifies the strengths and needs for professional development;
- ✓ Offers an opportunity to celebrate progress and success;
- ✓ Provides information to support self-evaluation;
- ✓ Ensures consistency throughout the school;
- ✓ Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

Monitoring and evaluation in our school is part of a planned process and involves a range of different people over the course of a school year.

We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

Monitoring and Evaluation framework

Roles and Responsibilities

Senior Leadership Team

- ✓ Ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable the school to develop and improve;
- ✓ To identify areas that need to be monitored;
- ✓ To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- ✓ To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);
- ✓ To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- ✓ Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- ✓ Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Leaders

- ✓ Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- ✓ Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- ✓ Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- ✓ Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- ✓ Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- ✓ Use a summary of some the monitoring and evaluation data to inform parents abou the school's progress and performance;
- ✓ Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

The Quality of Teaching and Learning

Lesson Observations

The Head Teacher/LT observe all teachers working with classes at least 2/3 times per year. The focus is linked to the school strategic plan, performance management of the teacher or an agreed whole school issue. 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 LT builds the development points into the school's continuing professional development programme and School Improvement Plan. The leadership team may also undertake short informal 'drop-ins' to monitor or evaluate particular aspects of teachers' practice or a school development priority.

Other teachers may make classroom observations as part of their continuing professional development or their subject leadership role. This should always agree with the teacher being observed. The LA monitors the quality of teaching and learning as appropriate and leadership teams from the SHINE partnerships carry out teaching and learning reviews which include some lesson observations at least once per year.

Classroom support staff are observed routinely as part of lesson observations by the Leadership Team. The information gathered informs performance management of classroom support staff and informs collective and individual training needs.

The quality of children's learning

Staff will gather evidence about the development of children's learning behaviours and the standards which they are attaining in lessons. LT will find out the pupils attitude towards learning through a combination of observations, book scrutiny, questionnaires and pupil interviews. This evidence will be discussed at whole school and individual progress meetings. It helps us to make evaluations about the impact of the strategies in the strategic plan and should facilitate continuous school improvement.

All teaching staff take part in whole school book scrutiny from time to time. This contributes to moderation of assessment judgements and provides an opportunity to share good practice and apply learning to encourage continuous self-improvement.

Progress and Attainment

LT and class teachers' staff gather evidence about progress and attainment through scrutiny of work, analysis of data, pupil progress discussions with teachers and discussions with children. This information is used to inform improvements in teaching and learning and also contributes to evidence to inform judgements about the overall effectiveness of teaching and learning across in terms of the whole school, Key Stages and at individual teacher level.

Challenging end of Key Stage targets are set for every individual child at the beginning of Key Stages 1 and 2 in Reading, writing, maths and Science, based on the potential of each child to make at least good progress from their individual starting points. Progress towards targets is monitored and reviewed at the end of each half termly assessment period and discussed with individual teachers in pupil progress meetings. Targets may be adjusted upwards to provide more challenge where children exceed initial targets set. Targets will only be lowered through negotiation with school leaders where there is clear evidence of extenuating circumstances which are likely to prevent targets being reached.

In-year progress (Sept – July) and progress over time (from the start of a KS through the key stage) is monitored and evaluated by school leaders and shared with staff and governors at the end of each assessment period. The progress of individuals and a range of vulnerable groups is monitored and evaluated and used to identify and challenge underachievement to ensure that all children are being provided with the opportunities they need to succeed.

Where reliable national comparisons are available the school uses these as a benchmark when monitoring progress and evaluating outcomes.

Outcomes from the monitoring of progress and attainment are used by school leaders to inform priorities for CPD and ensure continuous school improvement.

School leaders report to governors at least termly on progress and attainment against targets.

The quality of teachers' planning

Planning is monitored by the SLT as a routine part of the lesson observation process. Leaders may monitor medium and/or short term planning at other times where necessary, and particularly where there are concerns about the quality of teaching and learning. Outcomes are discussed and analysed to identify individual and/or common issues to inform CPD or policy decisions.

Long term planning is reviewed at least annually to ensure appropriate curriculum coverage and according to the interests of the pupils.

School Strategic plan and Budget

Each term the Head Teacher's Report includes an evaluation of progress towards targets within the school improvement plan.

The school business manager works with the Head teacher to provide

Monitoring the curriculum other than Literacy and Numeracy

The LT and subject leaders will monitor other subject areas through lesson observations, scrutiny of work and standards. Lead teachers will carry out a subject audit annually and make a judgement about attainment in their subject areas. The LT will use this evidence to identify areas for improvement in the SIP.

Monitoring and evaluation as part of performance management

The performance management cycle provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation for all staff. The Head Teacher has access to the appraisal objectives of all staff for moderation and quality assurance purposes. Appraisal objectives are based upon individual and whole school priorities. Appraisal objectives form an important part of performance management but evaluation of the overall performance of staff is based upon a much wider evidence base including attitude, attendance and professional standards, where these are available. This evidence is measured against an agreed matrix of professional skills to inform and encourage continuous improvement.

Reporting Arrangements

The Curriculum committee

Named governors have been identified for all core subjects, (including RE and ICT) vulnerable groups and health and safety. Named governors meet with school leaders to discuss their area of responsibility at least twice per year. They visit classrooms to become more informed about the day to day operation of the school and see first-hand evidence of the impact of actions from the strategic plan. The curriculum committee meets half termly to receive and discuss a detailed evaluative report on teaching and learning across the school.

The Finance, Staffing and Premises committee of the governing body meet half termly to receive and discuss reports on the school's income and expenditure against the agreed budget and to monitor progress against staffing and premises priorities. They monitor and evaluate spending patterns against the priorities for improvement identified in the strategic plan.

Governor school visits together with verbal and written reports presented to meetings provides comprehensive information to enable governors to ask challenging questions of school leaders and hold them to account for the performance of the school.

The written report on Teaching and learning and minutes of committees are sent to every governor in order that the full governing body is informed about the wider work of the school, its successes and areas for development.

See also:

Appendix One: Classroom Observation Policy

&:- Work Scrutiny Policy

Performance Management for Teachers (Professional Skills Matrix)

Performance Management for Support Staff

Annual Monitoring and Evaluation Schedule

Appendix One

Classroom Observation Protocol

1. For appraisal purposes

The governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The arrangements for classroom and/or task observation for appraisal purposes will be included in the appraisal planning statement and will include;

- the amount of observation; specify its primary purpose;
- any particular aspects of the employee's performance which will be assessed;
- the duration of the observation; when during the appraisal cycle the observation is likely to take place;
- and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations may be arranged in addition to those recorded at the beginning of the cycle. In keeping with the commitment to supportive and developmental classroom and task observation, those being observed for appraisal purposes will be notified in advance.

Classroom observations of teachers will only be undertaken by persons with QTS, who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support. Oral feedback will be given as soon as possible after any observation and no later than the end of the following working day. It will be given in a suitable, private environment. Written feedback will normally be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken. The written record of feedback also includes the date on which the observation took place, the lesson/task observed and the length of the observation. The appraisee has the right to append written comments on the feedback document.

2. For ongoing monitoring purposes

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school. While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the head teacher may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be "light touch" and relatively informal. Other forms of additional monitoring may include learning walks or drop in visits to classes.

Wherever possible notice will be given of additional observations but depending on the particular circumstances, it may not be practicable to provide employees with specific advance notice of monitoring activities that are carried out for purposes other than appraisal. The number and duration of lesson observations and other monitoring activities will be for the head teacher to determine as appropriate.