

## Reedley Primary School



### Monitoring and Evaluation Policy

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

(Mission Statement/Statement of intent)

At Reedley Primary School, staff plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure this happens, the leadership team regularly monitor the actions that have been taken, so that they are in a position to make a judgement about how effective these actions have been. This gives the leaders information on which they can base future decisions about the development of the school. The school development is informed by the School Improvement Plan (SIP).

#### Monitoring

Monitoring is the means by which staff gather evidence. They do this systematically across a range of activities within the school (see appendix one) and this evidence allows them to evaluate the impact of the actions and progress towards the targets.

The leadership team believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school.
- Ensure excellent planning and delivery of the curriculum.
- Identify the strengths and areas for professional development.
- Offer an opportunity to celebrate success and make progress.
- Ensure the best possible standards of teaching, learning and care appropriate to individual children exists.
- Provide information to support self-evaluation.
- Ensure consistency throughout the school.
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.
- Recognise and value good practice.
- Ensure required changes are made in a measured, transparent and practical manner.
- Ensure all members of the community contribute, learn and develop to the best of their ability.

#### Evaluation

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning. Monitoring and evaluation in school is part of a thoroughly planned process that involves a range of stakeholders over the course of an academic year.

At Reedley, staff 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 (see

appendix two). A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform the whole school monitoring and evaluation process.

### **Approaches to Monitoring and Evaluating**

The degree of formality is determined by the information sought through any monitoring activity. In Reedley Primary School, the range of approaches includes:

- Classroom observation.
- Self-evaluation with individual teachers/ key stages.
- Moderation exercises/ internal Standardisation (a comparison of children's work across classes, year groups and SWAT partnership schools).
- Standardised tests.
- Statutory assessment (including KS1 results).
- Book looks
- Team teaching
- Pupil interviews
- Planning files
- Notes kept by teachers/ classroom assistants
- Questionnaires, surveys and audits
- School Council
- Learning walks
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The inspection process

### **Monitoring & Evaluation Roles and Responsibilities**

#### *Senior Leadership Team and School Leadership Team*

It is the job of the Senior and School Leadership Team to ensure all staff, governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Reedley Primary School to develop and improve.

To ensure this, it is the Senior Leadership Team's responsibility to:

- Identify areas that need to be monitored.
- Delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved.
- Carry out monitoring and evaluation activities which are the responsibility of the Leadership Team (e.g. Teacher Appraisal, budget monitoring).
- 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 and Teaching & Learning Responsibility Post holders (TLR)*

TLR staff at Reedley, ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and identifying areas for development. They carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

Subject Leaders write two reports each year about their subject, based around standards and development, which are all forwarded to the Standards and Curriculum Committee of Governors. Every term, a number of subject leaders attend the governor curriculum meeting, to answer questions about their subject.

The curriculum committee are particularly interested in the achievement of groups of pupils and what subject leaders are doing to improve the attainment of disadvantaged children and those with additional needs (including most-able).

### The Governing Body

The Governing Body at Reedley agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.

It is also their responsibility to:

- 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 of the monitoring and evaluation data to inform parents about the school's progress and performance.
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

### Staff Members

All staff members have a responsibility for their own professional development. Staff work alongside colleagues to reflect on their own practice through the use of peer support groups. In addition to this, there is a focus on self-reflection from all staff members, who keep an electronic portfolio to evidence their individual learning journey. This forms a large part of the evidence towards appraisal targets for teachers and TAs.

### **Review**

This policy will be reviewed each year to accommodate changes.

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Governor Ratification Date: September 23

To be reviewed 01 09 24

## **Appendix One – taken from 'Staff handbook**

### **MONITORING**

Members of the School Leadership Team and subject leaders conduct scrutiny of books and observations of lessons on a regular basis. Where these are to be used as evidence towards Teacher Appraisal, at least one week's notice will be given. In addition to this, there are regular Learning Walks by the Leadership Team. Written feedback is not always be given unless there are areas for improvement. Verbal feedback can be requested.

Evidence from Learning Walks is not used towards Appraisal but could mean that that additional observations/scrutiny are arranged, which could be considered towards appraisal.

SLT keep a teaching and learning log for all teachers which are emailed out as soon as they have been updated.

Planning files may be requested for monitoring. Other monitoring activities are also carried out, including work scrutiny and pupil interviews. Notice is given if possible, but files may be needed at short notice. All planning files will be in school for the Ofsted Inspection and will be up to date.

Subject leaders have responsibility to be aware of the standards that children achieve in their subject. There are various tools that subject leaders use to help them to ascertain the standards across the school, such as: monitoring planning, monitoring lessons, scrutinizing samples of work, tracking attainment and progress and carrying out pupil interviews. Feedback is given to all staff.

All subject leaders can request to undertake a book scrutiny at any time by giving a period of notice to the class teachers. Feedback and support are given to staff in general at a staff meeting and to specific staff if the need arises.

Subject Leaders all have a Subject File and monitor their subjects throughout the year, carrying out activities such as pupil questionnaires, lesson observations, book/work scrutiny, planning scrutiny.

SLT use information gathered through monitoring activities to make judgments in the following areas:

-teaching and learning – from lesson observations

-pupil responses

-learning environment

-professional attitude

See appendix for the full criteria.

The judgments will be shared with governors from the Standards and Effectiveness Committee (SEC).

Teachers are deemed to require improvement if they are graded as working below the 'good' expectations, in which case an informal support plan will be instigated.

### **Lesson Observations**

SLT are required to quality assure the teaching and learning within school. There are a range of techniques which will be used for this purpose including supporting staff to develop an electronic portfolio, evidencing the impact of a range of teaching techniques. SLT will also carry out monitoring of work and will carry out learning walks and pupil interviews, as part of on-going improvement throughout the school.

Staff are encouraged to use the self-reflection prompts in the appendices, to reflect on their own practice. Main area of reflection should be around whether all of the children have made progress and whether they have been suitably challenged.