

# Monitoring & Evaluation Policy



HEADLANDS CE (C) J I & N SCHOOL

## Introduction

At Headlands J, I and N CE 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 and **evaluate** the outcomes, 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 and Evaluating is a whole-school undertaking, which includes the Senior Management Team, Middle Leaders and teaching staff.

## Definitions

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

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

## Rationale

Through monitoring and evaluating our performance we seek to:

- Promote excellent learning and teaching throughout the school;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Share and celebrate progress and success;
- Ensure consistency and progression throughout the school;
- Ensure that our future actions are targeted to address any weaknesses;
- Inform the cycle of school improvement planning;
- Allocate resources in the most effective way and
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

## Principles of Monitoring and Evaluation at Headlands J, I and N CE School

In order to ensure consistency and fairness our policy and practices in relation to monitoring and evaluation must adhere to the following principles:

- The quality of learning and the standards of achievement are the responsibility of each and every member of staff;
- The quality of teaching is the responsibility of the individual teacher and of the Headteacher;
- Members of staff will be consulted about monitoring and evaluating activities that relate to their own practice;
- Monitoring should always be carried out against agreed criteria and/or policies;
- Procedures should be supportive and developmental;
- The role of a subject manager is to have an overview of the quality of learning and the standards achieved in their curriculum area and
- Strengths and weaknesses that are identified through the monitoring process may be shared anonymously with all staff.

## Monitoring and Evaluation Framework

Monitoring and Evaluation in our school involves a range of different people over the course of the school year. Timelines outlining monitoring and evaluation exercises are usually developed and incorporated into our school improvement plan so that they link closely with current development priorities. This also ensures that all aspects of the school's performance are systematically and regularly reviewed by the SLT and governors as part of an annual cycle.

## Roles and Responsibilities

### It is the responsibility of the Senior Leadership Team to;

- Ensure that the management team, middle managers and all staff and governors understand that the purpose of monitoring and evaluation is to enable Headlands J, I and N CE School to continuously develop and improve;
- Identify key 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 cannot be delegated (e.g. Performance management, budget monitoring);
- Ensure that the data generated from monitoring and evaluation is collated, analysed and is shared with the appropriate staff member/s 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.

### It is the responsibility of Middle Managers (Subject Leaders) to;

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and identifying areas for development;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities;
- Report to the appropriate audience, including the Senior Leadership Team, on what the data is showing and how the information can be used to best advantage.

### It is the responsibility of all staff to;

- Support middle managers/SLT in gathering the information required when requested;
- Focus on priorities identified by managers in agreed areas.

### It is the responsibility of the Governing Body to;

- Agree, in consultation with the Headteacher, 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;
- Ensure that monitoring and evaluation exercises are used to establish realistic targets for continuous improvement and school development.

## Monitoring and evaluation activities

### Lesson Observations: The Quality of Teaching

Teachers are always informed of the observation date and the focus of the observation which will often reflect an agreed whole-school focus that is linked to the school improvement plan. The observer should always try to provide the teacher with focused verbal feedback within 24 hours of the observation taking place. The observer would then aim to provide more detailed, written feedback within 5 working days where deemed necessary. Written feedback will outline the strengths of the lesson and will also list key areas for development. Copies of the written feedback will be stored in a Monitoring of Teaching and Learning File. The expectation is that lessons are judged as securely good or better. Where lessons are judged as requiring improvement, CPD opportunities will be arranged and a follow up observation will be organised.

At Headlands, we understand that teaching promotes high quality successful learning when;

- There is a high and consistent expectation of achievement and behaviour; children like to know what is expected of them, know what they have to do, why they have to do it and understand how it will help them;
- There is evidence of good subject knowledge;
- Clear objectives are shared with the children so that all children and adults understand the intended learning outcomes;
- There is a clear structure and rigorous pace;
- Children are actively involved in their own learning and their natural enthusiasm for learning is both valued and encouraged;
- Children are encouraged to think independently and express their ideas;
- A variety of teaching styles and strategies are used which reflect the needs of the children, subject matter and learning outcomes;
- Resources are well-organised, in good condition and easily accessible by the children to foster independence;
- The physical environment scaffolds learning and positively reflects successful learning;
- Positive working relationships between staff and pupils have been established;
- Teaching assistants are deployed as effectively as possible. This may be by:
  - Working with individual children
  - Working in small groups
  - Being involved in planning and assessment of children's work
- Tasks and activities are differentiated to meet the needs of all the children and
- Clear strategies are being used to assess the learning taking place.

All lesson observations will focus on the above, in line with the school's agreed Teaching for Learning Policy.

### Work Scrutiny

During work scrutiny exercises, samples of books will be looked at rather than whole class sets. On some occasions, samples may be chosen as a result of data analysis to monitor the learning of vulnerable pupils or those who do not appear to be making expected progress.

During a work scrutiny exercise, the SLT or middle managers will Work Scrutiny will consider the following:

- National Curriculum Standards
- Evidence of basic skills being applied independently across all subjects
- Presentation of work - Is it of a high standard and does it reflect the school's policy on presentation and marking?
- Marking - Is it in accordance with the school's policy and does it provide constructive feedback for pupils to move forward in their learning?
- Does the standard of each child's work indicate continuing progress that is appropriate to age, ability, personality, strengths and needs?
- Does the children's work reflect the teachers' high expectations and knowledge of individual children?

## Learning Walks: The Learning Environment

Learning walks provide an important snapshot into what learning looks like at Headlands at any one time. During a learning walk, the observer may only spend a few minutes in each room but during this time will experience the climate for learning established by the teacher. They will also be able to consider ways in which the learning environment is supportive to pupils learning and emotional needs.

During learning walks, the SLT or middle managers will consider the following;

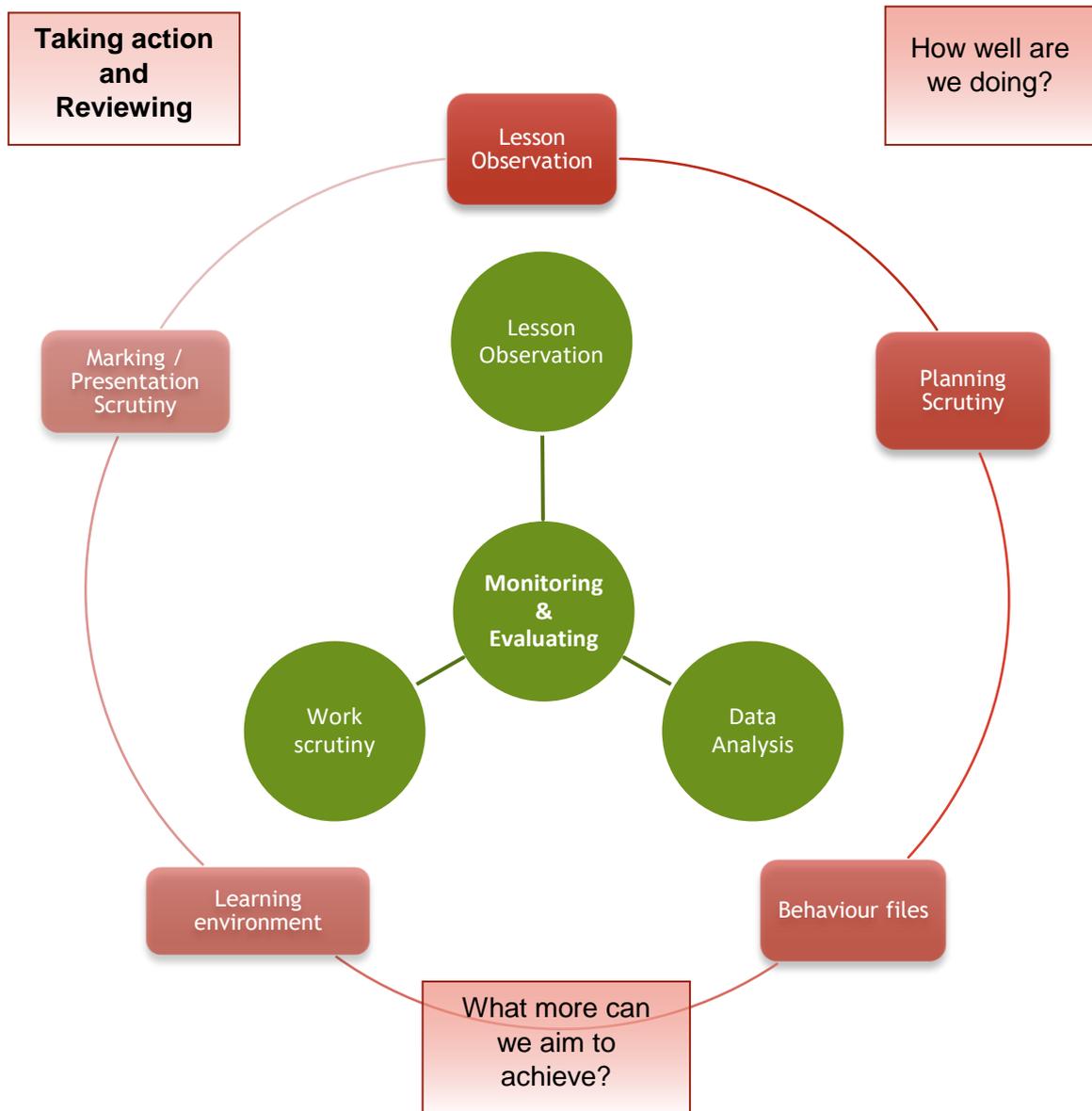
- Is there a calm, productive climate for learning?
- Are displays current, imaginative and representative of the best work of all children?
- Are displays varied and do they include text, mathematical representations, artwork, etc. from several areas of the curriculum?
- Do English and Maths working walls support learning and include stimuli and models related to recently taught concepts?
- Are classrooms tidy and well-organised?

## Curriculum Subject Monitoring

In addition to the monitoring exercises mentioned above, subject managers may also monitor planning and use of resources in their own individual subjects. Staff and pupil questionnaires are also popular tools used by subject managers to monitor and evaluate the effectiveness of teaching, particularly in non-core subjects.

*Last reviewed and approved by governors: October 2017  
Next review due: October 2019*

## Monitoring & Evaluating Overview



We recognise that monitoring is a continuous process. Where 'gaps' are identified support is provided for the individuals.

Throughout the year, the outcomes of lesson observations, work scrutiny and data are triangulated to give a holistic view of each cohort, class, group and individual.

Overseeing the whole of the Monitoring and Evaluation Process are the Senior Leadership who use outcomes to impact on School Improvement and ultimately raise standards.

## Headlands J, I and N CE School – Lesson Observation Report

<b>Date:</b>	
<b>Year:</b>	
<b>Teacher:</b>	
<b>Subject:</b>	
<b>Lesson Objective:</b>	
<b>Observer(s):</b>	
<b>Strengths of the lesson: (Please refer to criteria for effective teaching and learning)</b>	
<b>Areas for development:</b>	

# Work Scrutiny

Teacher: \_\_\_\_\_  
 Subject: English and Mathematics  
 Monitoring undertaken by: \_\_\_\_\_

Date: \_\_\_\_\_  
 Class: \_\_\_\_\_

	Features observed	Evidence English					Evidence Mathematics			
		much	some	little	none		much	some	little	none
These features have the <b>greatest impact</b> on pupil learning.	<i>Pink marking</i> makes explicit what the pupils have done well / identifies strengths, e.g. highlights success.									
	<i>Green marking</i> provides explicit guidance on HOW to improve.									
	Children respond positively in <i>purple pen</i> and have made some small improvements.									
	The teacher responds further to any improvements made by pupils.									
	Evidence of pupils having a role in marking/self-assessing their own work (use of success criteria, coloured dots etc.)									
	There appears to be steady progress, e.g. within units and over time.									
	It is clear whether tasks have been completed independently/with support etc.									
	Teacher comments are recorded neatly and clearly for the children to read and follow the handwriting policy.									
These features have the <b>least impact</b> on pupil learning.	<i>Comments are often negative and do not point direction for the pupils, e.g. 'not good enough' or 'you must try harder'.</i>									
	<i>Comments are largely giving unfocused praise, e.g. 'well done' 'good work'.</i>									
	<i>Comments are often only focusing on presentational features, e.g. handwriting, tidiness, neatness.</i>									

Strengths:

Areas for development/improvement:

Teacher: \_\_\_\_\_ Member of SLT: \_\_\_\_\_