

# **Grand Avenue Primary and Nursery School**

## **A Policy for Monitoring and Evaluation**

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**Agreed by staff and Governors – Summer term 2021**  
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## **Statement/Aims**

The purpose of this policy is to set out clearly the strategies used to evaluate and review the quality and standards of education achieved in school. It will also set out the procedures used to identify and disseminate good practice. It acknowledges the need for regular and manageable monitoring to raise standards of attainment in all areas of school life.

## **Monitoring- What?**

To ensure the school is a safe and secure establishment for a learning community, committed to high standards in all areas, there are many aspects of school life that need monitoring. A summary timetable noting these areas is compiled and used as a check list by senior leaders. (Please see appendix for further details)

This document expands and explains the school policy for two main strands of monitoring.

The monitoring of

- Teaching and learning
- A specific area of the curriculum

## **Monitoring – How?**

A wide variety of strategies may be used including lesson observations, learning walks, analysis of planning documents, book sampling, discussions with children, moderation of work, test results and parental views. To be effective, monitoring will be undertaken within a planned cycle of events.

## **Monitoring-Why?**

We believe that one of the most effective ways to facilitate school improvement is through systematic monitoring and feedback. The purpose of monitoring is to-

- Promote high standards
- Raise standards
- Celebrate success
- Achieve high quality learning and teaching
- Ensure consistency in learning
- Encourage an open approach to self evaluation
- Develop children's role in self assessment
- Learn from the past and move forward
- Provide information for Governors, staff and parents
- Compare school performance in a wider context
- Keep the school safe

## **Responsibilities**

*The Headteacher and SLT will*

- Ensure that a programme for strategic development and monitoring is in place and known to all staff and Governors
- Monitor the SDP and Performance Management Targets
- Observe each teacher teaching and provide feedback on an agreed focus, linked to the School Development Plan
- Organise work sampling on a regular basis
- Check curriculum planning on a regular basis
- Assist Governors with their evaluation role
- Analyse test results considering information provided by the Assessment Co-ordinator and share this information with MLT
- Provide regular written reports of strengths and areas for improvement based on observations/work sampling etc and share this with all SLT Governors and staff

- Undertake action needed with regards to Health and Safety of school site, including safeguarding

*Governors will*

- Evaluate the school's effectiveness and value for money
- Visit school at least twice a year to work alongside children and teachers and feedback to the Governing body
- Be involved in the creation of the School Development Plan
- Evaluate the effectiveness of the School Development Plan
- Review policies in line with legislation, SDP and school policy review cycle
- Attend curriculum evenings and presentations as appropriate
- Undertake the Headteacher's Appraisal

*The Senior Leadership team will*

- Collate information on aspects of school performance and evaluate effectiveness
- Review school policies and practice
- Ensure continuity throughout the school with special regard to planning and assessment
- Support the Headteacher in monitoring Learning and Teaching
- Regularly review the school's progress regarding action points on the SDP
- Ensure curriculum co-ordinators are able to fulfil their monitoring role
- Support MLT with the creation of a Year Group Action Plan every half term

*The Assessment Co-ordinator will*

- Analyse statistics for presentation to staff and Governors, indicating trends and information for target setting
- Ensure all published test materials are ordered, stored correctly and are appropriate for the needs of the school
- Ensure all statutory testing takes place following government guidance

*The SENCO will*

- Ensure that all TA (SEND) staff are trained and deployed appropriately
- Ensure that provision maps are matched to the children's needs and abilities
- Ensure class teachers are aware of their responsibilities with regards to children with SEN
- Ensure that all resources are allocated to meet the needs of the children with an ECHP or who are on the SEN register

*Curriculum Co-ordinators will (depending on curriculum area)*

- Lead the development of their subject
- Support staff in the planning and delivery of the subject
- Evaluate planning to ensure coverage, continuity and consistency
- Sample work across the key stages
- Keep records of work sampling and observations undertaken
- Analyse statistical information and feedback to staff
- Inform SLT of areas for future development
- Inform the INSET co-ordinator of training needs
- Ensure Assessment is taking place in line with Assessment policy
- Identify ways to ensure continued school improvement
- Audit, organise, order and monitor use of resources
- Assess standards in comparison to other schools and action plan accordingly

### *Class teachers will*

- Implement and follow school policies
- Ensure resources are used effectively and stored safely
- Evaluate the effectiveness of their own planning
- Monitor the attainment of the children in their class
- Keep clear records of children's progress
- Set individual targets for each child to be achieved at the end of the academic year, share these with SMT and SLT
- Moderate work across the year group
- Identify children not making expected progress, create and implement action plan
- Contribute to the completion of the YGAP each half term

### *Support staff will*

- Contribute to weekly planning
- Support the teacher in the organisation and delivery of the lesson objectives
- Lead intervention groups as required
- Evaluate and mark children's work
- Assess children's attainment and feedback to the class teacher the outcomes of each session
- Maintain high standards should the teacher be absent

### **The Monitoring Process**

The success of the policy will be evident in a number of ways, including the Appraisal Cycle, Curriculum co-ordinator interviews, Pupil progress meetings, Staff Development interviews and during the Target Setting process.

## Appendix A Timetable of monitoring

<b>Focus</b>	<b>By who?</b>	<b>When/time frame</b>	<b>Report timings</b>	<b>Format</b>	<b>Reporting to</b>
Achievement of pupils in comparison to other schools/Locally and Nationally	Headteacher Assessment Co-ord Maths Co-ord English Co-ord FS co-ord	Annually, starting after SAT's results in Summer term. Autumn term	October	Written report Use of Raiseonline	Governors Parents
Achievement of pupils overall in Literacy and Numeracy	Maths Co-ord English Co-ord Assessment Co-ord FS co-ord Headteacher	Annually in Summer term for FS, years 2 and 6	July	Written report, summaries and year on year trends APS scores	Headteacher SLT Governors
Achievement of individual pupils in Literacy and Numeracy	Class teachers	At end of each term	December March July	Excel spreadsheet APS scores MGP/GAP list and action Rates of progress data	Headteacher Assessment co-ord SLT
Achievement of groups of pupils in Literacy and Numeracy ( Eg FSM/EAL/SEN)	Class teachers Assessment co-ord	Termly	December March July	Excel spreadsheet APS scores Rates of progress data	Headteacher Class teachers
Attendance - pupils	Deputyhead Admissions officer Class teacher	Termly	End of each term	Summary record Letters sent home SIMS report	Headteacher EWO Governors
Attendance - Staff	Deputyhead Office staff	Daily Ongoing	Monthly	Absence return to LA Verbal	LA Headteacher
Behaviour	All staff	ongoing	As necessary Termly to LA with regards racist incidents	Verbal Detention book SIMs report Edaware records	Classteachers Headteacher Governors LA
Budget and Finance	Bursar Governors	Ongoing Termly	As needed Termly	Written reports	Headteacher Governing Body
Classroom organisation and learning environment	Headteacher SLT MLT	Ongoing During lesson observations and learning walks	After observation/learning walk Individual meetings	Verbal/written	Class teacher

			with staff		
Curriculum areas	Curriculum co-ord	Ongoing	Termly review	Action plan Annotation/reviews	MLT/SLT Headteacher
Health and Safety Buildings/site (Including cleanliness)	Headteacher Deputyhead Site manager Business manager Governors	Daily Ongoing As needed	Resource and Finance meetings Governing body meetings Regular meetings between site manager and Business manager	Verbal/written reports Termly HT report to governors	Local authority Governing Body Headteacher
Planning	Headteacher SLT/MLT	According to action plan/SDP	As needed In line with SDP	Written summary reports Individual feedback sheets	Headteacher Class teachers
Policy documents	Deputyhead Governors	According to policy review cycle	As required on review cycle (some polices annually)	Written updates New polices created	Governors Headteacher Staff Parents
Punctuality (pupils)	Deputyhead Admissions officer Class teacher	Termly	End of each term	Summary record Phone calls/Letters sent home SIMS report	Headteacher Governors
SDP	Focus areas allocated to members of staff on MLT SLT	Ongoing Termly	Termly review	Action plan Annotations/reviews	Headteacher
Support staff (role/impact)	SENCo	During lesson observations/learning walks TA meetings	After lesson observations/learning walks In line with SDP	Written reports for individual Staff appraisal	Headteacher Classteacher
Teaching and learning Standards	Headteacher Deputyhead SLT/MLT Consultants/ SIP	Ongoing During lesson observations/learning walks SLT/MLT meetings	After observations/learning walks In line with SDP	Verbal/written reports for individual staff Summary documents eg SEF Staff appraisal	Headteacher Governors
Targets for pupils - individual	Class teacher	Ongoing	Termly	According to age of pupil Excel spreadsheet MGP/GAP	MLT Headteacher
Well-being of staff	All	Ongoing	Ongoing	See Well- being policy	MLT/SLT

## **Appendix B**

### **Monitoring Advice for Co-ordinators**

The following list is given as guidance to monitoring the implementation of your curriculum policy and the standards of attainment.

Monitoring needs to be recorded and will be discussed during co-ordinator interviews with the Headteacher and Deputyhead.

#### **Know your policy**

Ensure you are familiar with the contents of the policy and when it needs to be reviewed. Copies of all policies are available from the office computer. A list of all policies and review dates is available from the Deputyhead. Co-ordinators need to monitor the implementation of the policy, this is undertaken in a variety of ways ----

- **Action Plans**

An action plan is written each year, broken down into termly objectives for the co-ordinator. They are reviewed and written during the Summer term each year. The proforma for writing action plans is available from the office computer. A new co-ordinator needs to read the action plans from previous years to determine work already undertaken and start forward planning.

- **Lesson Observations**

As a co-ordinator monitoring the teaching and learning can be undertaken through lesson observation and feedback. A proforma is used to record the observation and part of the co-ordinator's role is to provide constructive feedback.

- **Planning**

##### *Curriculum maps*

A curriculum map for your subject is written to ensure continuity and progression throughout the school. With the exception of Literacy and Numeracy the Qca curriculum guidance is used in planning our curriculum map. The map needs reviewing regularly as a whole school.

##### *Scheme of work*

These documents follow the curriculum map adding further detail to the areas to be covered. These are the responsibility of the curriculum co-ordinator. The office computer does not keep copies.

##### *Short/Medium term*

Co-ordinators need to collect and examine planning from teachers, once a term is recommended. Does the planning show coverage of the scheme of work? Is there consistency across the year group and progression through the key stages? Are there any concerns from teachers regarding coverage?

- **Work sampling**

SMT undertake work sampling on a regular basis. Curriculum co-ordinators are advised to undertake work sampling at least once a year. Two books from top/middle/lower ability range need to be collected from each class for the curriculum area. Is there continuity across the year group and progression of skills through the key stages? Is there evidence of differentiation? Are the learning objectives clear? Are the needs of the More Able pupils being met? Is all work dated and well presented? Is there evidence of individual progress?

- **Marking**

During work sampling co-ordinators need to monitor the marking undertaken. Is the work marked correctly according to the marking and feedback policy? Are comments on children's work legible? Is the marking specifically related to the learning objective? Are 'next steps' noted for the child? Is there evidence of children working towards and achieving set targets?

- **Training needs**

Courses are usually booked once a year when the LEA produce their Course Booklet. ( AFCCPD online)Co-ordinators are asked to bid for courses to support the development of their curriculum area and to note any courses that would be beneficial to the school. Training is organised by the INSET co-ordinator.

- **Resources**

Co-ordinators are responsible for the auditing, ordering, use and organisation of resources. A budget is available each year.