Grand Avenue Primary and Nursery School

A Policy for Monitoring and Evaluation

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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/How?**

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

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 SMT 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 deputyhead/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 SDP and policy review cycle
- Attend curriculum evenings and presentations as appropriate
- Undertake the Headteacher’s Performance Management

**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
- Produce a monitoring grid for staff each term based on SDP

**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

**The SENCO will**
- Ensure that all TA (SEN) 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 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 school polices
- Ensure resources are used effectively
- Evaluate the effectiveness of their own planning
- Monitor the attainment of the children in class/set
- 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
- Moderate work across the year group
- Identify children not making expected progress, create and implement action plan
- Complete a weekly ‘monitoring grid’ and return to Headteacher at end of each term

Support staff (NNEB and TA) will
- Contribute to weekly planning
- Support the teacher in the organisation and delivery of the lesson objectives
- Evaluate and mark children’s work
- Assess children’s attainment and feedback to the classteacher 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 Performance Management Cycle, Curriculum co-ordinator interviews, Staff Development interviews and during the Target Setting process.
### Appendix A

#### Timetable of monitoring

<table>
<thead>
<tr>
<th>Focus</th>
<th>By who?</th>
<th>When/time frame</th>
<th>Report timings</th>
<th>Format</th>
<th>Reporting to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of pupils in comparison to other schools/Locally and Nationally</td>
<td>Headteacher Assessment Co-ord Numeracy Co-ord Literacy Co-ord FS co-ord</td>
<td>Annually, starting after SAT’s results in Summer term. Autumn term</td>
<td>October</td>
<td>Written report Use of Raiseonline</td>
<td>Governors Parents</td>
</tr>
<tr>
<td>Achievement of pupils overall in Literacy and Numeracy</td>
<td>Numeracy Co-ord Literacy Co-ord Assessment Co-ord FS co-ord Headteacher</td>
<td>Annually in Summer term for FS, years 2 and 6</td>
<td>July</td>
<td>Written report, summaries and year on year trends APS scores</td>
<td>Headteacher SLT Governors</td>
</tr>
<tr>
<td>Achievement of individual pupils in Literacy and Numeracy</td>
<td>Class teachers</td>
<td>At end of each term</td>
<td>December March July</td>
<td>Excel spreadsheet APS scores CCC list and action Rates of progress data</td>
<td>Headteacher Assessment co-ord SLT</td>
</tr>
<tr>
<td>Achievement of groups of pupils in Literacy and Numeracy (Eg FSM/EAL/SEN)</td>
<td>Class teachers Assessment co-ord</td>
<td>Termly</td>
<td>December March July</td>
<td>Excel spreadsheet APS scores Rates of progress data</td>
<td>Headteacher Class teachers</td>
</tr>
<tr>
<td>Attendance - pupils</td>
<td>Deputyhead Admissions officer Class teacher</td>
<td>Termly</td>
<td>End of each term</td>
<td>Summary record Letters sent home SIMS report</td>
<td>Headteacher EWO Governors</td>
</tr>
<tr>
<td>Attendance - Staff</td>
<td>Deputyhead Office staff</td>
<td>Daily Ongoing</td>
<td>Monthly</td>
<td>Absence return to LA Verbal</td>
<td>LA Headteacher</td>
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<tr>
<td>Behaviour</td>
<td>All staff</td>
<td>ongoing</td>
<td>As necessary Termly to LA with regards racist incidents</td>
<td>Verbal/Written behaviour forms/CCC list Detention book</td>
<td>Classteachers Headteacher Governors LA</td>
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<tr>
<td>Budget and Finance</td>
<td>Bursar</td>
<td>Ongoing Termly</td>
<td>As needed Termly</td>
<td>Written reports</td>
<td>Headteacher Governing Body</td>
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<tr>
<td>Classroom organisation and learning environment</td>
<td>Headteacher SLT MLT</td>
<td>Ongoing During lesson observations and learning walks</td>
<td>After observation/learning walk Individual meetings</td>
<td>Verbal/written</td>
<td>Class teacher</td>
</tr>
<tr>
<td>Curriculum areas</td>
<td>Curriculum co-ord</td>
<td>Ongoing</td>
<td>Termly review</td>
<td>Action plan</td>
<td>Annotation/reviews</td>
</tr>
<tr>
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</tr>
<tr>
<td>Health and Safety Buildings/site (Including cleanliness)</td>
<td>Headteacher Deputyhead Site manager Governors</td>
<td>Daily Ongoing As needed</td>
<td>Resource and Finance meetings Governing body meetings Weekly meetings between site manager and Deputyhead</td>
<td>Verbal/written reports</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>Headteacher SLT/MLT</td>
<td>According to action plan/SDP</td>
<td>As needed In line with SDP</td>
<td>Written summary reports Individual feedback sheets</td>
<td></td>
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<tr>
<td>Policy documents</td>
<td>Deputyhead</td>
<td>According to policy review cycle</td>
<td>As required (some policies annually)</td>
<td>Written updates New policies created</td>
<td></td>
</tr>
<tr>
<td>Punctuality (pupils)</td>
<td>Deputyhead Admissions officer Class teacher</td>
<td>Termly</td>
<td>End of each term</td>
<td>Summary record Letters sent home SIMS report</td>
<td></td>
</tr>
<tr>
<td>SDP</td>
<td>Focus areas allocated to members of staff on MLT SLT</td>
<td>Ongoing Termly</td>
<td>Termly review</td>
<td>Action plan Annotations/reviews Monitoring grid</td>
<td></td>
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<tr>
<td>Support staff (role/impact)</td>
<td>SENCo</td>
<td>During lesson observations/learning walks TA meetings</td>
<td>After lesson observations/learning walks In line with SDP</td>
<td>Written reports for individual staff</td>
<td></td>
</tr>
<tr>
<td>Teaching and learning Standards</td>
<td>Headteacher Deputyhead SLT/MLT Consultants/ SIP</td>
<td>Ongoing</td>
<td>After observations/learning walks In line with SDP</td>
<td>Verbal/written reports for individual staff Summary documents eg SEF</td>
<td></td>
</tr>
<tr>
<td>Targets for pupils - individual</td>
<td>Class teacher</td>
<td>Ongoing</td>
<td>Termly</td>
<td>According to age of pupil Excel spreadsheet CC list/action plan</td>
<td></td>
</tr>
</tbody>
</table>
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. 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.