

Monitoring and Evaluation Policy

1 Introduction

- 1.1** In our school we plan teaching and learning 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 our school.
- 1.2** Monitoring is the means by which we gather information. We do this across a range of activities within our school.
- 1.3** Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.
- 1.4** Monitoring and evaluation in our school are part of a planned process and involve a range of different people over the course of a school year.

2 Monitoring and evaluation framework

- 2.1** We use the following questions to evaluate the effectiveness of our school:
- how well are we doing?
 - how do we compare with similar schools?
 - what more should we aim to achieve?
 - what must we do to make it happen?

3 Monitoring and evaluation activities

- 3.1** This framework allows us to gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

3.2 The quality of teaching

The headteacher observes all teachers working with classes. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy.

- 3.3** Where a subject has been identified in the school improvement plan as a priority area, the subject leader observes all relevant teachers once a year as they teach the subject in question. Subject leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the school improvement plan.

3.4 The quality of children's learning

In the course of their lesson observations, sampling work and talking to children, the headteacher and subject leaders gather evidence about the children's attitudes to work and the standards that they are attaining in lessons. This enables us to make evaluations about the impact of the school improvement plan.

3.5 The standards attained by children

In the course of their lesson observations, the headteacher and subject leaders gather evidence about the standards that the children are attaining in lessons. All subject leaders undertake, where appropriate, a termly scrutiny of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform their annual subject action plans. These form part of the school improvement plan.

3.6 The targets set for children's learning

The teacher reviews the children's National Curriculum levels at the end of each school year and sets the targets for the end of the next school year. The headteacher and the class teacher review these targets and the progress that the children are making at the end of each term.

- 3.8** The headteacher and governing body, in consultation with the LEA, review the progress that the school is making towards its National Curriculum targets in English and Mathematics each October/November.

3.9 The targets set in our school improvement plan

The headteacher gives the governors a termly report in which she identifies progress against the targets within the school improvement plan. Governors make regular visits to the school as part of a planned programme of monitoring. The governors and headteacher agree the focus of these visits. Governors focus on one particular curriculum area or aspect of the school. The planning cycle involves the governing body in evaluating the progress of the current school improvement plan as part of the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

4 Monitoring and evaluation – key tasks

- 4.2** We discuss what we must do to improve our school performance and set a date to:

- review our curriculum plan to support agreed targets;
- review the school improvement plan to support agreed targets.

- 4.3** We review progress by:

- monitoring and evaluating the progress of individual children;
- monitoring and evaluating the progress of cohorts of children.

5 Monitoring and evaluation as part of performance management

- 5.1** The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher on an annual basis.

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Date: Autumn 2023

Review date: Autumn 2026