



Gedney Church End and Lutton St. Nicholas Federated Primary Schools

Monitoring and Evaluation Policy

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Introduction

The staff and governing body of Gedney Church End and Lutton St. Nicholas Federated Primary Schools are committed to raising standards across all areas of the curriculum, establishing high expectations and promoting effective learning and teaching. Central to achieving this aim is the involvement of all members of the federation community in the process of monitoring and evaluating the work of both schools. This policy drives the identification of areas for improvement; the maintenance of those areas which are effective; and assists the professional development of staff within the federation. It contributes to the statements made about the effectiveness of our schools in the respective School Evaluation Forms (SEF) and the priorities identified within the Single School Improvement Plan (SSIP).

This policy should be read in conjunction with all subject policies, Assessment, Marking, Special Educational Needs (SEN), all Equality policies and the appraisal policies for teaching and support staff.

What is Monitoring and Evaluation?

Monitoring is the systematic process by which staff and governors gather information to answer questions about the effectiveness of our schools.

Evaluation is the judgment made on the effectiveness of actions taken, based on their impact on the quality of children's learning and on the targets set by the schools.

Aims

Through monitoring and evaluating our performance we seek to:

- establish how well we are performing in relation to local and national expectations
- identify our strengths and priority areas for development
- celebrate our strengths
- ensure actions are targeted to address any weaknesses at the earliest stage
- inform the cycle of Single School Improvement Planning
- allocate and use resources in the most effective way
- develop a systematic approach to collecting information, reviewing and evaluating the quality of educational provision

Principles of Monitoring and Evaluating

Monitoring is conducted on a termly basis by the Head Teacher, Senior Management Team, core subject leaders and governors. Specific priorities identified in the SSIP will form the basis for monitoring which will inform the termly updating of the SEF. The Senior Management Team and Governing Body share a collective responsibility for ensuring the SEF is contemporary.

The monitoring and evaluation process is rigorous and thorough and:

- gives a federation focus on the key priorities as set out in the SSIP
- involves the Head Teacher, staff, governors, children, their parents and the wider communities our schools serve
- provides information on the performance of different groups of children
- enables self- reflection and improves professional development, which is further supported by the appraisal process
- is planned, systematic, realistic and achievable
- covers all aspects of school life
- helps us to learn from the past and move forward with confidence
- supports and extends the work of the federation
- ensures all staff work to agreed criteria
- ensures that the work of the federation is encapsulated in its policies and practice
- ensures that comparative information is used to place the federation's performance in a wider context
- contributes to school effectiveness through the setting of challenging targets
- provide evidence for challenge to the termly Key Milestones

Strategies for Monitoring and Evaluation

We use the following process to monitor all areas of our work. This provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress.

The components are:

1. How well are we doing?
2. How does it compare with other schools/groups?
3. What are the areas that could be developed?
4. How can they be improved?
5. What must we do to make it happen?*
6. Ensure understanding by those involved and carry out the action plan
7. Review progress at appropriate intervals.

* This constitutes the SSIP:

- what do we need to change? (Priority);
- what is the most important thing we need to do to change it? (Objective)
- how are we going to change it? (Action)
- when will we check progress? (Timescale)
- who will take responsibility for doing it? (Lead)
- how will we know when we have achieved it? (Success Criteria)
- who is going to check it is done (Monitor)
- what can we compare this with? (Evaluate)
- have we done it? (Review)
- how will our budget be used? (resources)

Staff and governors agree the most appropriate monitoring strategy, according to the area of focus and monitor the following areas:

- learning and teaching across the federation
- standards of work and progress, including analysis of our results against local and national data
- the implementation of the SSIP which includes annual priorities for improvement and is judged by the Key Milestones
- the learning environment
- the attitudes, behaviour and general discipline of the children, attendance and inclusion
- equality across all aspects of the federation
- the aims of the federation and how we are achieving them
- the curriculum (EYFS, Key Stage 1 and Key Stage 2)
- planning, assessment and record keeping
- the impact of staff training and the new appraisal framework
- the implementation and effectiveness of federation policies
- the purchase, deployment and effective use of resources, including major spending decisions
- Special Educational Needs (SEN), including vulnerable, Gifted and Talented pupils
- health and safety
- financial management
- administration processes.

We do this through:

- observations of children at work and play
- scrutiny of children's work
- reviewing planning
- learning walks
- analysing school assessment data and standardised assessments including Standard Assessment Tests (SATs) and QCA Optional SAT results
- pupil and staff interviews including Pupil Progress Meetings
- parent consultation
- evaluation sheets and questionnaires to the wider community
- external inspection and Local Authority monitoring reports
- analysis of resources and organisation, including benchmarking data

Review and evaluation of the SSIP and other monitoring feeds into the SEF and is focused on identifying the impact this has on practice and standards. Central to this are the Key Milestones, which provide an objective measure of our success on a termly basis. Each term, the Head Teacher will provide a written report to the Governing Body on the progress that has been made against each of the Key Milestones.

Roles and Responsibilities

Within a professional learning community, everyone must take responsibility for reflecting on their own contribution to federation improvement and identifying opportunities for personal, professional and academic development. The new Appraisal Framework also makes an active contribution to this.

The Head Teacher is responsible for providing a culture in which monitoring and evaluating all aspects of the school is approached with trust and mutual respect to improve children's achievements and the success of the federation. The Head Teacher draws up the termly monitoring schedule to reflect current improvement or strategic priorities alongside the agreed foci for each term. The Head Teacher, supported by the Literacy and Numeracy Leaders, leads Pupil Progress Meetings on a termly basis. The Head Teacher also ensures that governors have the appropriate access to information to allow them to carry out their monitoring and evaluation responsibilities. Data across the federation is managed by the Head Teacher, supported by core subject leaders and class teachers.

The Senior Management Team is responsible for the implementation of the SSIP and the tracking of pupil achievement and different aspects of the curriculum and policies. They meet every 6 weeks and a review of the SSIP is a standing agenda item.

Core Subject leaders are responsible for the effective teaching of their subject and for evaluating the quality of learning and the achievement of groups of children. They analyse and interpret data on pupils' performance against federation and individual targets and other comparative data. They ensure curriculum coverage, continuity, progress and the provision of suitable resources. The Senior Subject Leader has an overall responsibility for this team with 3 meetings scheduled per term, linked to the annual schedule of core actions (see appendix 1).

Class teachers are responsible for updating class trackers in December, April and July; monitoring and evaluating the performance of the children in their class to inform their practice and future planning. They evaluate regular assessments to ensure appropriate progress of the children and meet with the Head Teacher and core subject leaders each term to review progress where Assessment Without Levels data will be used as the basis for discussion.

Children are expected to reflect on their work and achievements and to find ways to improve their performance. Their views are sought on school policies and classroom practices as individuals and through school committees such as the respective School Councils.

Governors are responsible for making strategic decisions and acting as a critical friend to the Head Teacher and Senior Management Team. They monitor the SSIP, the progress/achievement of all pupils against Local Authority targets, national and local data. They analyse trends and monitor federation policies. Governors have regard to best value and good practice when evaluating resources and processes. They do this through visits to both schools, analysing the Head Teacher's Reports to Governors and EA reports and through the governor committees.

The criteria for monitoring and evaluation

1. Teaching and learning

- Termly lesson observations with a core focus are judged against Ofsted criteria

- Planning is effective and shows clear learning objectives, differentiation and high expectations
- Teaching reflects these clear learning objectives, with differentiation, high expectations and lessons that are well paced
- A range of Assessment for Learning strategies are used
- A variety of teaching strategies are used which are appropriate to the learning objectives, including Information Communication Technology (Computing)
- Teaching engages and stimulates children and develops creative thinking
- Teachers demonstrate a sound knowledge of the subject
- Children are given opportunities to develop independence and critical thinking in their learning

2. Standards of work and progress

- The standard of work in children’s books, displays, etc. indicates that progress is being made
- Children’s work is marked in accordance with our Marking Policy (2016)
- Children’s achievements are broadly in line with or above national levels
- Individual children are working at or towards age-related expectations as evidenced by class tracker targets and Assessment Without Levels individual tracking sheets
- Appropriate support is in place for children with special needs and challenge is provided for more able children and the Gifted and Talented
- Interventions are supported by an Intervention Plan, and logged within each class tracker as an ongoing Provision Map
- Presentation of work is of a high standard and reflects the federation’s policy on marking
- The work reflects the teachers’ high expectations

3. The Single School Improvement Plan (SSIP)

Monitoring of the SSIP depends on the actions in the plan and might include criteria from any of those listed in this policy. The Head Teacher reports to the full Governing Body on the progress being made in written and verbal form 5 times per year. The Senior Management Team reviews the SSIP every 6 weeks. Governor Committees oversee the SSIP and SEF, using the following OFSTED based model:

- | | |
|-------------------------------|-----------------------------|
| 1. Standards and Progress: | Standards Committee |
| 2. Quality of Teaching: | Standards Committee |
| 3. Leadership and Management: | Full Governing Body |
| 4. Behaviour and Safety: | Health and Safety Committee |

Key Milestones have been published on a termly basis and these will provide governors with a means by which the success of the plan can be objectively determined.

The federation recognises that under the Common Inspection Framework, that takes effect in September 2015, the OfSTED reporting areas have changed, as follows:

1. Overall Effectiveness

2. Leadership and Management
3. Quality of Teaching, Learning and Assessment
4. Personal Development, Behaviour and Welfare
5. Outcomes for Pupils

4. The learning environment

- Displays are fresh, imaginative and reflect the best work of individual children
- Displays are varied and, over time, consist of: art work; the written word; mathematical representations; science work; as well as work from other areas of the curriculum.
- There are interactive displays that provide a stimulus, reference or teaching point
- Learning Walls are in evidence in Literacy and Numeracy, used regularly and their purpose recognised by the pupils
- The classroom is tidy and pupils have an established routine of keeping their own workspace tidy
- There is an atmosphere conducive to learning
- There is safe access to classroom equipment
- There are established procedures for using ICT equipment

5. Attitudes, behaviour and general discipline

The children are expected to:

- Sign and adhere to the Home-School Agreement
- Work towards taking responsibility for their learning and their homework
- Contribute to the working atmosphere in class
- Demonstrate the ability to stay on task for periods of time appropriate to their age
- Demonstrate the ability to work cooperatively and independently
- Obey the respective school rules
- Respect school and personal property
- Be polite and respectful to each other and to adults in school
- Be polite and well-behaved on school trips and when representing the school in events away from school, e.g. sports fixtures, concerts
- Move around the school safely; enter and leave the hall quietly; behave appropriately during assemblies and other large-group gatherings

6. Aims and Mission of the Federation

We aim to ensure that:

- have high standards for everyone
- promote effective learning and teaching
- provide a positive, stimulating environment
- promote a caring and sharing atmosphere within the schools
- educate the whole child at the appropriate level
- encourage self-discipline, independent learning and self-reliance
- generate self-worth and respect, and tolerance for others

The Federation Mission

In order to achieve these aims the Federation will provide:

- skilled teachers and support staff
- appropriate resources
- support from all stakeholders
- opportunities for learning beyond the curriculum
- effective monitoring of the Federation's provision
- appropriate evaluation of, and response to, national and local educational initiatives

7. Curriculum, assessment and record keeping

- Planning shows that statutory requirements of the National Curriculum and Early Years Foundation Stage are being met
- Planning indicates that the National Primary Strategy is being delivered effectively
- Schemes of work which support progression in learning are in place for all subjects
- Assessment informs target setting and teachers' planning
- Marking of children's work is in accordance with the federation's policy (2016)
- Children's assessment records are kept in accordance with federation procedures and these are effective in supporting and promoting progress

8. School policies

- Policies reflect the mission and ethos of both schools
- Staff and children are familiar with appropriate school policies
- Procedures in policies are followed

Signed by Head Teacher:

Ratified by Governors: July 2012

Last Updated: January 2016