



# Hadley Wood Primary School

## Monitoring and Evaluating Policy

<b>Date the policy came into effect</b>	<b>September 2023</b>
<b>Date of next policy review</b>	<b>September 2024</b>
<b>Name of person responsible for this policy</b>	<b>Fran Worby</b>
<b>Issued to</b>	<b>Staff, governors, parents</b>
<b>Date of issue</b>	<b>September 2019</b>

# Rationale

The staff and Governors of Hadley Wood are continually committed to raising standards, establishing high expectations, and promoting effective teaching and learning. Central to achieving this aim is having effective procedures for Monitoring and Evaluation that involves all members of the school community.

Monitoring alone does not lead to school improvement. It is through an evaluation of the information gathered, the identification of needs and the application of strategies to address those needs that school improvement can be effected.

Accountability is one element of the professional practice of Headteacher and the teachers but with staff relationships based on trust and co-operation, the main function of the cycle is to promote progression, bring about improvement and the raising of standards.

A commitment to Assessment for Learning (AfL) demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. The monitoring and evaluating of practice enables the progress of individuals to be seen within the class and whole-school contexts of school and staff development.

This policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment and Marking

# Aims

The main purpose of monitoring, evaluation and review is to ensure that all members of the school community perform their roles effectively in order to maintain high standards of learning and teaching and raise achievements.

Monitoring and evaluation help to ensure that:

- the school provides a healthy, safe, positive and happy learning environment
- there is an ethos of high expectation and success
- the best possible standards of teaching, learning and care appropriate to individual children exists
- all members of the community contribute, learn and develop to the best of their ability
- all children are given equal opportunity to reach their potential
- there is progression and continuity across the curriculum for all children
- all children have a positive attitude towards their work and that their behaviour is positive
- pupils progress and develop at an age appropriate level
- comparisons can be made regarding the rate of progress made by all children
- quality school improvement planning is in place
- the School Development Plan is being implemented
- school policies are followed
- everyone knows how our school is currently performing, compared with previous achievements and with the achievements of other schools
- targets are being met
- action can be taken so that standards are raised
- good practice is recognised and valued
- required changes are made in a measured, transparent and practical manner

# Definitions

**Monitoring** is the process of gathering evidence to answer questions about the effectiveness of our school

**Evaluation** is the weighing up of evidence against criteria and reporting the findings

**Review** is deciding what action, *if any*, needs to be taken

# The Principles of Effective Monitoring and Evaluation

There are many effective principles and strategies that we endeavour to follow to ensure the effective monitoring and evaluation within the life of our school. These are listed as follows:

- all aspects of the work of the school should be monitored, evaluated and reviewed
- everyone should be involved in monitoring and evaluation activities and should understand their role in the monitoring and evaluation process
- all monitoring, whether of work, elements of teaching or children's learning, should have a focus. There should be a shared understanding of the focus between the person monitoring and those to be monitored
- the opinions of pupils and parents should be sought
- monitoring should identify priorities that lead to school improvement and promote high standards
- monitoring should create a climate which enables all staff to develop and maintain positive attitudes towards their work
- monitoring should track progress on plans and targets for development and should use evaluation, analysis and discussion to guide further improvement
- the intention is to monitor policy and practice, not people, and to foster a spirit of 'development' rather than 'criticism'
- the process should celebrate success, recognise strengths and identify areas for improvement
- staff should regularly reflect on their own work through discussions with subject leaders, teaching colleagues and classroom assistants
- an effective process should lead to action and inform school improvement
- the system should be manageable
- everyone should work to agreed criteria

## Areas of Focus

### What will we evaluate and monitor?

In order to be effective, monitoring and evaluation should have a mutually agreed and definite format. Monitoring and evaluation should cover all aspects of school life and not just that which takes place within the classroom. It is not possible, however, to cover all aspects at once and, therefore, an annual format needs to be implemented, being based upon School Development Plan priorities.

### Areas which will be monitored and evaluated:

- the school ethos and pastoral care provision
- the management and leadership of the school
- teaching and Learning and, in particular, how effective we are in meeting the requirements of the Teaching and Learning Policy
- standards of work and progress
- the learning environment
- the attitudes, behaviour and general discipline of the children
- the curriculum, assessment and record keeping

## Criteria for each area:

### Ethos

- a positive, child-centred ethos exists within the school
- an open door policy exists and everyone feels welcome and valued
- children feel safe, happy and enjoy learning
- positive relationships exist with all members of the school community
- the school values, aims and vision are promoted and implemented in daily school life

### Management and Leadership

- there is specific evidence of progress within our school development plan
- all members of staff contribute to the ongoing development of the school
- target setting is well established and a shared desire to raise standards is in place
- members of staff provide feedback that is positive in relation to the school leadership

### The Quality of Teaching and Learning

- effective schemes of work are in place
- the statutory requirements of the National Curriculum are reflected in planning
- there is evidence of the effective implementation of our Teaching and Learning Policy
- planning will be realistic and effective, showing clear learning objectives, differentiation, cross curricular links and high expectations
- the teaching will reflect these clear learning objectives, differentiation will be appropriate to individual children's learning styles, interests and abilities, there will be evidence of links with previous learning, there will be high expectations and lessons will be well paced
- a variety of teaching strategies and resources will be used which are appropriate to the learning objectives, including the use of ICT
- a balance of curriculum is covered
- learning objectives and success criteria will be identified and shared within the lesson where relevant
- the teaching will stimulate the children
- teachers will demonstrate a sound knowledge of the subject
- children will be given opportunities to develop independence in their learning
- children will be involved in setting their own targets for learning and improvement and this will be displayed on class target wall in each classroom.
- children will acquire new knowledge or skills in their work, develop ideas and increase their understanding
- children will show engagement, application and concentration and work productively
- children will develop and/or illustrate the capacity to work independently and collaboratively
- an effective transition between key stages exists

### Standards of Work and Progress

- presentation of work will be of a high standard and reflect the school's policy on presentation and marking
- the standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs
- children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning
- standards are monitored between year groups and key stages

## The Learning Environment

- the learning environment should be reflective of needs of children within each class – less stimulating (where appropriate), visual aids/ timetables etc
- the LO will be clearly visible, including 'planning boards' where appropriate
- displays will be fresh and imaginative and reflect the best work of all children
- displays will be varied and should consist of a range of English, maths, ICT, geography, history etc
- displays may include working displays that will provide a stimulus or reference or contain teaching points
- the classroom will be organised/ tidy and children will have an established routine of keeping their classroom tidy e.g. desks, after play time etc
- resources will be readily available to children to promote independent learning, provide additional interest and be appropriate to the lesson objectives
- values, classroom rules and non-negotiables for each year group will be visible
- the grounds and premises are clean and used as a resource for learning

## The Attitudes, Behaviour and Discipline of Our Children

- children should display an enthusiastic attitude to learning
- children should demonstrate the ability to stay on task for periods of time appropriate to their age
- children should demonstrate the ability to work co-operatively and independently
- children should be polite and well behaved when on school trips and when representing the school in events away from school e.g. sports fixtures, concerts etc.
- children should demonstrate the school values and rules manifested in our school's Positive Behaviour Policy
- children should follow classroom rules and routines and signals for listening, looking etc.
- relationships are based on respect, patience and co-operation
- there is evidence of self-discipline, independence and responsibility fostered within each classroom

## **Monitoring and Curriculum Planning**

Long term planning is monitored by Head and SMT to ensure the delivery of the National Curriculum; progression within and balance across subjects; and appropriate time allocations and cross- curricular links.

All teachers contribute to the work of subject leaders who monitor, evaluate and develop aspects of school life, including the curriculum.

Monitoring and Evaluating can be formal or informal but should always follow an agreed process:

- agreed purpose
- establishment of criteria
- data collection
- evidence
- action plan

## Approaches to Monitoring and Evaluating

The degree of formality is determined by the information sought through any monitoring activity. At Hadley Wood the range of approaches includes:

- Classroom Observation
- Self-Evaluation with individual teachers/ key stages
- Moderation Exercises/ Internal Standardisation - a comparison of children's work across classes and year groups
- Standardised Tests
- Statutory Assessment Results
- Book Looks
- Team Teaching
- Notes kept by teachers/ classroom assistants
- Questionnaires/ Surveys/ Audits
- Learning Walks
- Whole-school self-evaluation
- Review of actions plans, School Development Plan, policies and procedures
- Review meetings with staff and pupils
- The inspection process

## **Roles and Responsibilities for Monitoring and Evaluating**

At Hadley Wood, we believe that the greatest success is achieved when there is open dialogue between staff, governors and parents about all aspects of our work. We therefore encourage an 'open door' policy that enables informal monitoring to take place alongside the more formal structures that exist.

The staffing structure, with clear roles and responsibilities, supports the implementation of this policy. Subject leaders have particular responsibility for their area and liaise with the Headteacher and members of SMT to raise standards. Staff expertise and experience are utilised and the advice of outside agencies is sought when necessary.

The main considerations in the monitoring, evaluation and review process are:

- How well are we doing?
- How do we compare with others?
- What are our strengths and areas for improvement?
- What more should we aim to achieve?
- What must we do to improve?
- Do we have the experience and expertise to bring about the improvement?
- Is practice consistent and does it reflect agreed policies?

Our main overview for evaluation comes through the School Development Plan. This is a comprehensive document covering all aspects of school life and it provides a summary of the school's development.

## The Headteacher/Deputy Headteacher

- has overall responsibility for evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- will identify the core and additional areas which need to be monitored and evaluated through all available avenues
- will ensure that the staff and the governors all understand the purpose of monitoring and evaluation, and its influence in raising standards
- will ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement, to set targets and to inform future planning
- will collaborate with relevant subject leaders and analyse the Standardised Test Scores/ End of Key Stage results and advise on consequent future planning
- will monitor the effectiveness and efficiency of roles and systems which support pupils' learning including pastoral care issues and the work and overall deployment of all staff including the office manager, site manager, classroom assistants and lunch time supervisors
- will monitor the quality of staff development processes and activities
- will carry out direct observations of teachers to ensure efficient CPD
- will carry out learning walks to ensure a stimulating learning environment is evident in accordance with school policy
- will delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved
- will triangulate data from observations, learning walks and planning to
  - assess consistency and appropriateness of planning
  - assess balance, continuity and progression across the curriculum
  - ensure that differentiation is taking place
- will carry out regular book looks for each class in order to
  - ensure full implementation of the agreed curriculum/ schemes of work
  - assess how recorded work relates to teachers' planning for individual needs
- will conduct surveys with relevant members of school community and ensure that data gathered from monitoring is used to identify overall strengths and weaknesses and that this information is used to promote professional discussion with staff and inform school improvement planning
- will carry out self-evaluation at whole school level to identify areas for priority on School Development Plan
- will report to the appropriate audience, including parents and the governing body, on what the monitoring is showing and how the information can be used to best advantage
- will liaise with staff members and outside agencies to obtain support, advice and agree and review strategies for school improvement
- will consult with and inform parents of relevant updates in school development as the need arises
- will carry out review meetings with staff and pupils
- will review all action plans and coordinate review of School Development Plan progress throughout the year with subject leaders



### The Key Stage Leaders (SMT)

- will report to the Head in monitoring and evaluating the quality of teaching, including assessment, and how effective it is in promoting children's learning
- will ensure that records are kept in line with school policy and ensure that these records are reviewed to promote pupil learning and progress
- will advise and support staff in quality issues as necessary, to enhance the Monitoring and Evaluation process
- will assist the Head in monitoring the quality of staff development processes and activities
- will assist the Head in monitoring the roles and systems which support pupils' learning
- will ensure that all notes and data relating to monitoring and evaluation are stored electronically and made available to the SENCO and Head upon request
- will assist the Head with Internal Standardisation/ Moderation process and ensure levels are agreed throughout the school
- will create Key Stage targets with the relevant staff and advise on the action plans required to fulfill the necessary requirements
- will ensure that the class assessment data and files are completed and all data is up-to-date for their key stage
- will review pupils' work via 'book look' sampling
- will review the climate for learning throughout the school via a termly 'learning walk'.

### The SENCO

- has responsibility for monitoring provision for children with special educational needs
- will review IEPs and SEN folders in order to ensure that records are kept in line with school policy and that these records are used to promote pupil's learning
- will review the assessment pupil tracking data to identify pupils requiring support and advise on low achieving/ underachieving/ gifted and talented pupils
- will undertake a book look of SEN children's written work as timetabled
- will support and advise SEN classroom assistants as necessary
- will ensure that all notes, case studies and data relating to the monitoring and evaluation of SEN pupils are monitored regularly and made available to the Head
- will ensure that the SEN overview for the year is up-to-date and circulated to staff
- will analyse data and provide the necessary support for all relevant children
- will keep the SEN register up to date and available for all staff to inform future planning

- will ensure that all documentation relating to SEN pupils is made available to other professionals, such as psychologists, and that the correct level of support is given, including the organisation of annual reviews

### Subject Leaders

- will have responsibility for ensuring that the coverage of their subject meets the requirements of the National Curriculum
- will analyse and utilise all information relating to their subject (including standardised test scores, Key Stage Assessments and informal school assessments if relevant) to advise future planning
- will create an action plan for their subject area in line with the School Development Plan and in consultation with the Headteacher, will review the progress and outcome of the action plan
- will review their subject policy annually and inform staff of any curriculum developments as appropriate
- will report to Governors biannually on the progress made in their subject area
- will carry out book looks and sampling as timetabled in order to ensure –
  - full implementation of the agreed curriculum for their subject
  - how recorded work relates to teachers' planning
  - that the curriculum is progressive and continuous
  - that levels of achievement are appropriate and sufficiently high
  - the range of activities being monitored
  - findings are fed into whole school development
  - work is marked appropriately
- will use data gathered from monitoring to identify overall strengths and weaknesses in their subject and report these findings to the Head for consideration in future School Development Planning
- will review staff awareness and professional development through classroom visits as per timetable to ensure and observe:
  - teachers' subject knowledge
  - to identify necessary support programmes for colleagues
  - curriculum coverage
  - availability and effective use of resources
  - good practice
  - teachers' assessment of pupils
  - enjoyment and achievement
  - moderation of work
  - pupils' responses, attitudes and standards
  - assessment, recording and reporting
  - use of support staff
  - children to determine their responses to specific curricular areas

Teachers will be given advance notice of the monitoring focus taking place. There will be feedback provided, both at an individual and whole staff level where

appropriate, which will inform future developments. There will be an agreed criteria shared with staff by which it will be possible to make judgements relating to the agreed focus.

### **Class Teachers**

- will contribute to developing an accurate and evidence based overview of standards and quality
- will use findings from monitoring and evaluation and take appropriate action to address development points in teaching and learning
- will seek support from the SENCO, subject leader or Headteacher if required
- will annually summarise and report to the parents on the progress made by each child in their class using data where appropriate
- will use data to set targets for individuals in own class, for groups or class as a whole – low achievement, underachievement, gifted and talented, particular subject area pertaining to the whole class e.g. spelling
- will regularly monitor, evaluate and review pupil targets in collaboration with the SENCO – IEPs, Target Children
- will discuss progress and review of targets with pupils
- will monitor and evaluate the effectiveness of additional adult support if appropriate
- will monitor and evaluate the progress and standards of substitute or trainee teachers
- will complete assessment activities as listed in the assessment timetable
- will maintain class records/ notes in the class assessment file
- will discuss progress with parents at interviews in October and February and upon request by any parent as appropriate
- will provide support for parents to aid child's learning at home where necessary
- will participate in transition meetings with other staff members as appropriate

### **Classroom Assistants**

- will liaise with the class teacher and SENCO in target setting
- will assist class teacher in regular monitoring, evaluating and reviewing of pupil targets – IEPs, Target Children
- will maintain notes on SEN children
- will communicate effectively with class teacher and parents on children's progress, particularly if working with an SEN child
- will assist in completion of assessment activities as listed in the assessment timetable
- will participate in transition meetings with other staff members as appropriate

### **The Governing Body**

- will support and reinforce the view that the purpose of monitoring and evaluation is school development, recognising progress, achievement and continuous improvement
- will underpin the school review and planning processes

- will take an active and strategic role in whole school self-evaluation
- has responsibility for ensuring that the school fulfils its statutory duties
- will have responsibility to review the overall standards and achievement of all aspects of the school's work
- will regularly review policies and procedures and their effectiveness
- will review assessment data and consider its implications
- will use data to set realistic targets for the Headteacher's Performance Management
- will monitor continued development of the school through discussion, questioning and participation in relevant training
- will monitor and evaluate school expenditure and analyse value for money