



Monitoring and Evaluating Policy



*Northumberland
County Council*

Presented to Governors Sept 2017. Ratified Autumn Term 2017

TRITLINGTON C OF E V A FIRST SCHOOL

The Mission Statement and Ethos of Tritlington C of E V A First School

Reflecting the Trust Deed, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.

These values include love, caring, sharing, forgiveness, tolerance, perseverance and goodwill to all people.

We aim to ensure everyone reaches their full potential by providing an education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others.

Aims of School

1. To promote the development of basic skills within a broad and balanced curriculum.
2. To foster the growth and potential of the whole child within a positive Christian ethos where all children irrespective of gender, race, creed, social background and ability can develop to be the best people they can be.
3. To ensure children are equipped with the knowledge, skills and understanding that will enable them to take their place in a fast changing society.

TRITLINGTON CHURCH OF ENGLAND FIRST SCHOOL

MONITORING AND EVALUATION POLICY

(Also see “Learning and Teaching”, “Assessment and Marking” Policies)

Rationale

As a school we are committed to ongoing self-evaluation in order to raise standards of achievement. We aim to provide an atmosphere of trust where there is commitment among staff to appraise their own work critically, and that of others.

Monitoring and evaluation are seen as essential to enable us to:-

- ❖ Identify the school’s strengths and areas of development.
- ❖ Continue an upward trend of achievement, attainment and progress.
- ❖ Set school priorities and respond to change.
- ❖ Identify what action needs to be taken for improvement.
- ❖ Meet the Continuing Professional Development of all staff in order to have opportunities to develop their knowledge, understanding and skills.
- ❖ Narrow the gap in achievement where it occurs with a particular focus on vulnerable pupils.

The quality of teaching

The Head Teacher/SLT/Subject coordinators observe all teachers working with classes at least three times per year. Teachers agree the observation date and the focus. The focus is linked to the school development plan, performance management of the teacher or an agreed whole school issue. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development using the i-observe programme, and gives a copy of this information to the teacher. The SLT builds the development points into the school’s continuing professional development programme and School Development Plan. Other teachers may make classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

The Headteacher will also make unannounced observations to gather evidence for specific reasons linked to the School development plan.

The school works with a School Improvement Partner who makes a minimum of 3 visits per academic year.

Support staff receive feedback at least annually by the Head Teacher/SENCO or class teacher.

Monitoring activities for support staff are agreed according to identified need/areas for development. This is part of their performance review structure.

The quality of children’s learning

Staff will gather evidence about the children’s attitudes to work and the standards which they are attaining in lessons. SLT will find out the pupils attitude towards learning through questionnaires and pupil interviews. This evidence will be discussed at whole school and individual progress meetings. It will help us to make evaluations about the impact of the school improvement plan and continually develop the school improvement process.

The standards attained by children

SLT/staff will gather evidence about standards and where appropriate carry out scrutiny of children’s work. This involves the sampling of children’s work including children below expectation,

in line with expectation and above expectation within each class. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by the Senior Leadership Team to set priorities for school improvement

The quality of teachers' planning

Planning is monitored by the SLT at least once per term. The HT/SLT record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an annual basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

The targets set for children's learning

Whole school curriculum targets are set termly as required for reading, writing and maths. All children receive feedback on their written work using the 'Think Pink/Yippy yellow' system. These form short term 'targets' for the children. The teacher reviews the children's National Curriculum attainment at the end of each half term or assessment period and sets the targets for the next half term. In class 2 this is with the child and teachers agreement, and in class1 and EYFS these are set by the teacher with the child. The SLT and the class teacher review these targets and the progress which the children make, identify areas for development and include these areas in the school development plan.

The Head Teacher and Governing Body, in consultation with an independent SIP, review the progress which the school is making towards its National Curriculum targets in English and mathematics each year.

What is Monitored and Evaluated?

Monitoring and evaluation of teaching and learning may be carried out by the Governors, Head teacher, Senior Teachers, Subject Leaders and external stakeholders and moderators.

N.B. Governors are involved in collecting evidence, (monitoring) but not in making judgements about the quality of teaching and learning (evaluation).

Monitoring includes:

- ❖ Data analysis
- ❖ Progress meetings held termly
- ❖ School Development plan and linked focussed Subject Action plans
- ❖ Termly Self Evaluation review Meetings
- ❖ Scrutiny of planning
- ❖ External review
- ❖ School council
- ❖ A range of Assessment from various subjects
- ❖ Learning Journeys (EYFS)
- ❖ Work scrutiny (marking and feedback)
- ❖ Lesson observations
- ❖ Statutory and/or non-statutory moderation
- ❖ Pupil and parent questionnaires/feedback
- ❖ Learning Walks
- ❖ Subject files for core subjects and RE.
- ❖ Achievements Assemblies
- ❖ Pupils' self and peer evaluation
- ❖ Performance Management
- ❖ Teacher records and reports
- ❖ Case studies/Learning journeys of vulnerable individuals

Performance Indicators

- ❖ School based data: Assessment Records collected termly
- ❖ End of Year Transfer data for new class teacher/ new schools,
- ❖ Mapping grids to evaluate progress and end of Year Target Setting in Reading, Writing and Mathematics,
- ❖ Pupil Progress Trackers in foundation subjects,
- ❖ Subject tracking for progress across school in Reading, Writing and mathematics
- ❖ Tracking of identified vulnerable pupil groups/cohorts eg Pupil Premium;;
- ❖ SEND/G&T IEPs;
- ❖ Annual Reports and parents evenings
- ❖ Assessment scores – internal ;
- ❖ Teacher records;
- ❖ Dta dashborde
- ❖ OFSTED Inspection/Report
- ❖ Year 1 Phonics screening
- ❖ Year 2 SATS scores and end of KS1 Teacher Assessments
- ❖ SIP report (termly)

Monitoring the curriculum other than Literacy and Numeracy

The SLT and coordinators will monitor subject areas through lesson observations, scrutiny of work and standards. Coordinators will carry out a subject audit annually and make a judgement about attainment in their subject areas. The SLT will use this evidence to identify areas for improvement in the SIP

Monitoring Cycle

At Tritlington First School, we maintain a self-evaluation form (SEF) and update as necessary (usually 3 or 4 times per year).

Targets for the improvement of the quality of teaching and learning are identified on the School Development Plan and provision for monitoring these targets are detailed. Time is allocated for the monitoring of the core subjects as appropriate. The foundation subjects are monitored as part of the flexible curriculum. The School development plan and the Monitoring Cycle is seen as a working document intending to be flexible and changing in response to the school's priorities, OFSTED reports, , National and County initiatives.

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the school improvement plan. The Head Teacher supplies the governors with termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school improvement plan.

The planning cycle involves the Governing Body in evaluating the progress of the current school improvement plan so that Governors have a clear view of the school's strengths and weaknesses.

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Monitoring and evaluation as part of performance management

The Performance Management Cycle led by the HT provides a framework for implementing the processes of objective setting, planning, monitoring and evaluation from the School Improvement Cycle for all teachers and support staff on an annual basis.

Agreed Formal Lesson Observation Protocol

- ❖ To plan when lesson observations are to be undertaken
- ❖ To make judgements in line with current “Teachers Standards”
- ❖ To establish an agreed criteria/focus.
- ❖ To link at least one lesson observation over the cycle to the School Development plan focus
- ❖ To link one lesson observation focus to Performance Management needs
- ❖ To be objective and robust when making judgements.
- ❖ To identify areas for development using specific evidence collected in the lesson.
- ❖ To give feedback as soon as possible and for it to provide the opportunity for the teacher to comment.

Senior Leaders may undertake short evaluation visits as deemed necessary. Following monitoring the evaluation may be used to maintain and promote good practice or to plan provision for the improvement of teaching and learning. Where necessary, intervention strategies are put in place with tracked pupils and additional teaching support provided.

The Governing Body monitors:

1. Pupils' attainment and progress through:
 - ❖ receiving the Data dashboard and its related analysis
 - ❖ receiving the School SIP report
 - ❖ receiving monitoring summary reports for all formal tests
 - ❖ considering recommendations concerning targets for pupils' attainment.
 - ❖ the analysis and evaluation of each class's visual mapping of progress tracker and subsequent scrutiny of the rates of progress for named children.
2. Policy development and implementation:
 - ❖ All policies are considered by the Governing Body or a committee.
 - ❖ Each year the governing body receives a report, prepared by the Head or subject leader on English and Maths. Reports on other subjects are received in line with the priorities in the improvement plan and governor interest (e.g PE).
3. Teaching:
 - ❖ Although the governing body does not formally monitor teaching, some governors may observe lessons and see at first hand the teaching and learning of the school. This is particularly the case where a subject is specifically mentioned in the School Development plan. Governors gain an oversight of their area of interest by observing lessons and meeting with the children. Governors do not write lesson observation reports.
 - ❖ Their role in monitoring teaching is to ensure that the school's policies for monitoring teaching are carried out effectively. They do this by receiving reports of monitoring activities.
 - ❖ The Head presents to the Full Governing Body any summary reports that are prepared following the completion of a cycle of monitoring teaching. These describe overall strengths and areas for improvement in teaching as a whole and do not refer to individual teachers.
 - ❖ The Governing Body receives each term the update of the SEF (self evaluation form) kept ever ready for a short notice OfSTED inspection.. The SEF is the principal way of recording and summarising our view of our strengths and areas in need of development. It draws on all the monitoring, evaluation and review activities outlined in this policy.