

POLICY FOR MONITORING AND EVALUATION

INTRODUCTION

The key purpose of monitoring and evaluation is to support the school in asking questions about its work: in challenging assumptions about practice and in providing the information that generates the process of continuous improvement.

MONITORING AND EVALUATION WILL:

- Focus on the quality of education, standards and progress and the effectiveness of teaching and learning;
- Include the use of qualitative and quantitative data;
- Complement and inform school development planning cycles and the setting of targets for improvement;
- Help the school to maintain its strengths and identify and measure the success of new developments;
- Involve the whole school community;
- Be informed by external inspections, reviews and perspectives;
- Involve a planned, systematic process that is clearly defined and communicated as a whole school policy;
- Result in school improvement.

THE KEY AREAS TO BE MONITORED AND EVALUATED INCLUDE:

- Standard achievement
- Progress
- Planning and assessment
- Quality and range of the curriculum
- Resources for learning
- Quality of teaching and learning
- SEN statements, IEPs
- Equal opportunities
- Management
- School development plan
- Budget
- Pupil recruitment and turnover
- Behaviour, exclusion
- Attendance and punctuality
- Health and safety
- Parental and community perceptions
- Staff development, attendance and turnover
- Christian character of the school

WHAT IS MONITORING AND EVALUATION?

MONITORING is the collection of data about the school's performance.

EVALUATION is the analysis of the monitoring data in order to form a judgement of the school's strengths, weaknesses and effectiveness.

AIMS

- To make explicit how we gather information, how the information is used and who will be informed.
- To improve quality of provision and raise standards by feeding directly into the School Development plan.
- To provide a manageable, comprehensive programme for monitoring and evaluating which ensures all aspects of the school are monitored from time to time and that key areas of performance are monitored, both regularly and thoroughly.

ROLES AND RESPONSIBILITIES

The school adopts a participatory approach whereby monitoring and evaluation is undertaken by the whole school community, providing a wide range of expertise and perspectives, ensuring that the maintenance and development of good practice are based on secure foundations. In using this approach a common sense of purpose is generated which supports the creation of an ethos of a self evaluating, self developing school.

HEADTEACHER'S RESPONSIBILITIES

- To determine the monitoring programmes;
- To delegate appropriately monitoring activities of different people;
- To ensure that the data generated from monitoring is collated, analysed and used both to review progress and achievement and to inform future planning;
- To keep Governors updated;
- To monitor the quality of teaching;
- To monitor the quality of planning and pupil achievement.

LEADERSHIP TEAM'S RESPONSIBILITIES

- To keep the school's performance constantly under view in their monthly meetings.

CO-ORDINATORS' RESPONSIBILITIES

- To carry out monitoring activities in relation to their subject or other aspect for which they are the named co-ordinator.
- In classrooms to maintain the quality of children's learning.

GOVERNORS' RESPONSIBILITIES

- To support the Headteacher and staff in the process of school improvement.

STRATEGIES FOR MONITORING

HEADTEACHER

To receive oral reports from the managers on the quality of planning.

To assess the quality of teaching through the performance management review process and other pre-arranged visits to classes using the agreed observation schedule.

To receive notes from termly pupil profile meetings.

To convene meetings to discuss quantitative data, SEN information, SDP progress, target setting.

LEADERSHIP

To discuss at least on a termly basis, performance data.

Line managers to chair termly pupil profile meeting.

SUBJECT CO-ORDINATORS

To analyse teachers' planning and children's work for relevant subject area (prompts in appendix).

To monitor the development of the school's Development Plan and qualitative data relating to the performance of the school, particularly with respect to published targets.

To keep abreast of developments in performance for the subject areas for which they are responsible and to provide a written report in consultation with teaching subject co-ordinators, reflecting standards of achievement.

CLASS TEACHERS

To provide termly assessment and analyse progress over the term for discussion in pupil profile meeting.

FROM MONITORING TO EVALUATION

- Information collected through monitoring needs to be interpreted and analysed carefully, with the overall picture being presented in a clear and relevant way at the end of a period of monitoring. At this point preliminary interpretations and suggestions of conclusions or emerging questions would be useful.
- The Headteacher/Leadership Team to consider the provisional evaluation offered in the reports, using the interpretations as starting points for their evaluation.
- The Headteacher to keep Governors informed of evaluations, particularly of preliminary indications of the significance of the findings, rather than the forgone conclusions.
- The Governors to ensure that sufficient time is devoted to considering curriculum reports, including aspects of monitoring and evaluation.

SCHOOL IMPROVEMENT

The purpose of systematic monitoring and evaluation is to lead to school improvement by:-

- Ensuring that the School Development Plan is drawn up on the evidence of clear data about the strengths and weaknesses of the school and is written in terms of targets; involving the whole school community.
- Strengthening the school's review of the development plan initiative in the form of outcomes which focus on the impact on children's learning and standards of achievement, facilitated through action planning.

APPENDICES

Monitoring Strategies
Analysing Teachers' Planning for Subjects
Monitoring the Quality of Learning
Lesson Observation Sheet

MONITORING STRATEGIES

These may include:-

analysis of assessment data, including baseline and teacher assessment

analysis of records

monitoring of teachers' planning

discussion

monitoring through samples of pupil's work

surveys (eg. staff meeting to determine targets)

pupil questionnaires

children's SEF

parental questionnaires (based on OFSTED model)

pupil tracking (eg. checking the quality of provision for pupils with SEN)

monitoring resources and accommodation

analysing displays (eg. quality, range, IT integration)

moderation activities (eg. level agreements, portfolios)

classroom observations to monitor quality of teaching

using checklists (eg. criteria from the Assessment Policy against which to monitor the consistency of teachers' marking)

analysing attendance (and systems for dealing with unauthorised attendance)

punctuality screening

building monitoring and evaluation questions into key documents (establishing a framework of questions to guide reviews of policies/SoW)

health and safety risk assessments (reports compiled by staff and governors)

monitoring resources and accommodation (eg. quality, range, use accessibility)

focused observations (tightly focused observations, set against agreed criteria eg. Equal opportunities)

focused reviews (eg. involving staff and LA adviser)

It is important that these suggested monitoring strategies are used selectively and matched carefully to the nature of the focus.

These strategies can be categorised into the following main tools for observation:

- | | | |
|------------------------|---|--|
| Work Sampling | - | selecting a particular sample of children's work and checking it against specific criteria. |
| Lesson observation | - | using an agreed observational schedule with specific criteria addressing the quality of the teaching. |
| Other observations | - | using charts to collect and record data from observations made in areas other than the classroom (eg. frequency and time of accidents during lunch breaks) |
| Questionnaires | - | used during surveys (eg. of parental satisfaction, children's attitudes of views and opinions of a large group, where discussions with individuals may not present a whole picture. |
| Interviews | - | also used to survey opinion, often supplementing or extending data gathered through questionnaires, or when data required is of a more individual nature (eg. SEN provision) |
| Using records | - | including children's records; registers and records of lateness; accident and incident records; records of complaints and compliments; records of professional development plan for staff. |
| Documentation analysis | - | including curriculum plans; budget printouts; school development plan and associated action plans. |

ANALYSING TEACHERS' PLANNING FOR YOUR SUBJECT AREA

Do the medium term plans:

- Refer to the policy and scheme of work?
- Outline what the children will be taught over a term?
- Identify what will be taught in the context of the topic and/or discretely?
- Indicate a notional time allocation spread over the weeks
- Take into account an evaluation of previous knowledge, understanding, skills, experiences?
- Show evidence of progression from the previous term?
- Balance re-visiting/consolidation/practice with more demanding/challenging work?
- Indicate links with other curricular areas to support reinforcement and extension?
- Indicate opportunities for assessment and results informing planning

Do the short term plans:

- Identify specific learning intentions expressed in terms of knowledge, skills, understanding?
- Differentiate for the needs, interests and abilities of individual children?
- Indicate elements of the teaching structure (eg. starting points/introduction, key questions, key teaching points)?
- Have activities that fulfil the learning intentions?
- Include extension and enrichment activities?
- Indicate groupings of the children?
- Identify resources to be used, including commercial schemes
- Indicate the deployment of any support staff, parents, helpers, students?
- Indicate the focus teaching of the teacher?

ANALYSING CHILDREN'S WORK IN YOUR SUBJECT AREA

- Are school policies being followed? (eg. work is dated)
- Is work differentiated? (Compare work of class on given dates)
- Is there evidence of children making progress?
- Is the work sufficiently challenging? (Too many ticks may mean work is too easy)
- Can the children read what they have written and talk with understanding about it?
- Is there continuity between the classes in terms of levels of expectation; standards of presentation; marking; the degree to which children are working individually, co-operatively, collaboratively, independently?
- In conjunction with the teachers' planning, is there evidence that assessment is informing future work?
- Is there a balance of the main aspects within a subject area? (eg. too much number in maths, too few varieties of writing in English)
- Does the work reveal that a child has a variety of strategies at their disposal? (eg. Access to supporting equipment/resources)
- Are there any noticeable problem areas?
- Is there any outstanding good work?
- Is IT used to support work across the subject?
- Are the subject specific skills applied in new and different contexts?

- Are skills such as writing, illustrating, tabulating, calculating, etc, applied well in different subject areas?
- Are there displays of work in the subject area?

MONITORING THE QUALITY OF LEARNING

A	S	N	(A=Always S=Sometimes N=Never)
			<ul style="list-style-type: none"> • Are pupils interested, attentive and motivated? • Are they able to concentrate/persevere with tasks? • Can they collaborate/work independently according to task requirements? • Are they tolerant of other views/opinions/abilities? • Do they take responsibility around the classroom? • Do they use resources appropriately? • Do they respond positively to opportunities to make choices? • Are they able to self evaluate/correct? • Are they able to draw on previous learning and skills to solve problems/make connections? • Do they take care/pride over presentation? • Are they eager to make progress/complete tasks? • Do they abide by classroom rules/conventions of health and safety? • Do they demonstrate positive behaviour/courtesy? • Do children use subject specific vocabulary?

St Margaret's C.E Primary School			
Lesson Observation			
Teacher:		Observed by:	
Date:	Time:	Duration:	
Context:			
Planning and Assessment and The Learning Environment			
Teaching Techniques, Strategies and Lesson Structures			
Independent Learning			
Pupils' Response, Attainment and Progress			
Summary of observations to include strengths, areas for future development			
Teacher's Response:			
Signed Teacher:		Signed Observer:	