

Pashley Down Infant school

Monitoring and Evaluation Policy

2022



Last updated: 11th October 2022

Written by: Emma Lewis, Deputy Head

NB: This policy has been developed with teachers. The team worked together with the Senior Leadership Team to develop a policy understood by all with the importance of excellent teaching and sharing best practice at the heart.

Pashley Down Infant School

Monitoring & Evaluation Policy 2022

Introduction

At Pashley Down Infant School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement.

Our school improvement is informed by our School Development Plan (SDP). To ensure 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.

Monitoring

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence allows us to evaluate the impact of our actions and progress towards our targets. We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate success and make progress;
- Provide information to support self-evaluation;
- Ensure consistency throughout the school;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning. Monitoring and evaluation in our school is part of a thoroughly planned process that involves a range of stakeholders over the course of an academic year. At Pashley we follow a planned cycle of school self-evaluation.

This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

Statement of intent

Pashley Down Infant school understands that the effective use of monitoring and evaluating teaching improves the education for all children.

Staff came up with the following key purposes for Monitoring:

- Consistency
- Provide support
- Gain evidence towards awards
- Opportunities for team teaching development
- Ensuring curriculum coverage
- Knowledge about subject
- Moves practice
- Identifying needs of support and training
- Quality teaching and learning

We believe GOOD Monitoring and Evaluation has a huge impact on all stakeholders across the school.

Impact on:

The children:

- Consistent knowledge and understanding
- All children regardless of ability can access the subject and make progress
- Children exposed to best practice a high quality teaching in all subjects

The Staff

- Feel valued in their teaching
- Know areas to develop
- Moves teaching practice forwards, in line with areas for development that have arisen through CPD e.g. team teaching, co- planning, observing peers'
- Improved practice
- Feel supported
- Reminders to plan and resource well
- Encourages new fresh ideas

- Access to up to date resources
- Enthusiasm
- Honesty and respect
- Confidence
- Better team ethos

The Subject Leader

- Feels inspired
- Is a passionate advocate for their subject
- Sees links with other subjects
- Secure knowledge of what is going on in school
- Inspire other staff
- Identify areas of development – Team teach – SIP – Staff meetings
- Achieve points on the action plan

The Whole School

- OFSTED ready
- Improved teaching
- Whole school action
- Happy children with equal experiences
- Identify good practice and build staff morale
- Targeted training

Monitoring & Evaluation Roles and Responsibilities

Headteacher & Deputy Head

It is the job of these to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Pashley Down Infant School to develop and improve.

- To identify areas that needs to be monitored; -
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Teacher Appraisal, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject Co-ordinators and Teaching & Learning Responsibility Post holders (HOYs)

Head of Years (HOYs) at Pashley ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

The Governing Body at Pashley agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated. It is also their responsibility to;

- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

The Governing Body have their own Governing Body monitoring policy which details, how and when Governors work alongside SLT and HOY post holders to monitor the quality of standards and provision here at Pashley.

The Quality of Teaching

The Headteacher (HT) and Deputy Head teacher (DHT) observe all teachers working with classes five times per year through short termly drop ins. The Inclusion Lead carries out at least termly drop ins as part of the monitoring timetable.

Teachers know the focus and time for the SLT drop in and have at least 2 weeks notice . This focus is linked to the school development plan, performance management/teacher appraisal of the teacher or an agreed whole school issue. The teacher and the observer follow the observation with a discussion and written feedback via email or using Perspective (online tool). The observer notes the strengths and areas for development and other areas being focused on, in line with the School Development Plan.

The Head and Deputy build the development points into the school's continuing professional development programme and School Improvement Plan. An Advisor meets with the Head and Team Leaders to monitor the quality of teaching and learning as appropriate, but at least annually. These visits support schools' ability to identify whole school strengths and weaknesses and this forms part of the School Development Plan.

Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process. 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 Development Plan and continually develop the school improvement process.

Evidence about standards and progress are carried out by a scrutiny of the children's work. This involves the sampling of children's work including those below expectations, in line within expectations and above expectations within each class, this sampling of work will also include examples from children in a variety of identified vulnerable groups e.g. pupil premium, gender, ethnicity. The books in KS1 have colour coded labels to help support this process. Orange for pupil premium, blue for SEND and green for EAL.

Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by Leaders to set priorities for school improvement.

The Head Teacher gives the Governors a report three times a year as part of the Head teacher report, in which she identifies progress against the targets within the School Development Plan. The Head Teacher also 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 Plan.

Governors have a clear view of the school's strengths and areas for development.

Subject/Curriculum Monitoring

Heads of Year and Subject Leaders monitor subject areas through lesson drop ins, pupil voice conferencing, scrutiny of work and standards. Subject Leaders carry out a subject leader drop in to every class, for 5 minutes a class annually. The record from this drop in can be found on the staff drive under staff2016>subjectleader>monitoring

Subject leaders give written and verbal feedback to every teacher. This is a supportive model of monitoring with support offered to anyone who needs or requests it.

Monitoring and Evaluation as Part of the Teacher Appraisal Cycle

The Teacher Appraisal Cycle led by the Head Teacher and Deputy Head 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. School Self Evaluation Form (SEF) The SEF form will be up dated by the Head Teacher at least termly, she uses all the monitoring and evaluation evidence available to her to complete the SEF as accurately as possible. The School Improvement Partner (SIP) and Governing Body monitor the SEF with the Head Teacher at least annually.

General Data Protection Regulation

The General Data Protection Regulation provides a framework to ensure that personal information is handled properly.

Personal information in school is managed in accordance with the requirements of the General Data Protection Regulation (GDPR). For further details of how we manage personal data, please see our privacy notice, which can be found on our school website.