



Clarendon Primary School & Children's Centre

Monitoring and Evaluation Policy

Introduction

- At Clarendon we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement.
- To ensure that 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 is the means by which we gather information. We do this systematically across a range of activities within our school.
- Once monitoring has been undertaken we evaluate the effectiveness of actions taken, based on their impact on the quality of children's learning.
- Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year. These are discussed as part of the Performance Management Cycle.

Aims /Principles

- The policy aims to ensure a whole school systematic approach to collecting information, reviewing and evaluating the quality of educational provision. This will :
 - celebrate existing successful practice;
 - inform further development;
 - ensure agreed policies are implemented consistently and effectively
 - ensure continuity and progression in the planned curriculum
 - promote and develop the process of self reflection

Monitoring and evaluation activities

- The process allows us to systematically gather evidence across a range of activities.
- This evidence allows us to evaluate the impact of our actions and progress towards our targets.

The quality of teaching

- The headteacher or the deputy headteacher observes all teachers working with classes during the course of the year.
- The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy.
- All observations will be done as 'drop ins' and the focus reflects an agreed whole-school focus that is linked to the school development plan and PM targets.
- Subject Leader observations will be planned during the course of the year.
- The teacher and the observer follow the observation with a discussion.
- The observer notes the strengths and areas for development, and gives a copy of this information to the teacher.
- The headteacher builds the development points into the school's continuing professional development programme.
- Monitoring can also include targets for the individual's personal development.
- Where a subject has been identified in the school development plan as a priority area, the subject leader observes all relevant teachers as they teach the subject in question.
- This enables subject leaders to monitor the quality of teaching in their subject.
- The subject leader will also monitor books and planning to ensure consistency and progression.

The quality of children's learning

- In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the children's attitudes to work, the level of challenge, the standards that they are attaining in lessons and the level

of learning that is taking place during the lesson through book monitoring and dialogue with the teachers.

- This enables us to make evaluations about the impact of the school development plan.

The standards attained by children

- In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the standards that the children are attaining in lessons.
- All subject leaders undertake, where appropriate, a termly scrutiny of children's written work.
- This involves the sampling of children's work from a range of abilities within each class.
- Subject leaders use the evidence of this to inform their annual subject action plans.

The quality of teachers' planning

- Teachers give their medium-term planning to the Deputy Head at the beginning of each term.
- Long term planning is given in September to the SLT.
- Teachers upload weekly planning to the headteacher on agreed dates which are available from the Headteacher's office.
- The headteacher returns the planning with written comments, observations and development areas if applicable .

The targets set for children's learning

- All children have individual learning targets for literacy and numeracy. The teacher reviews these targets on a regular basis using the APP information.
- The class teacher reviews these targets and the progress that the children are making during the course of the year.
- The teacher reviews the children's National Curriculum levels at the end of each school term and sets the targets for the end of the following term.
- The headteacher and governing body, in consultation with the LA, review the progress that the school is making towards its National Curriculum targets in English and mathematics in October of each year.

- Data provided by the school and the LA enable appropriate levels to be targeted.
- The targets set are now in both English and Maths and not separately as previously done.

The targets set in our school development plan

- The headteacher gives the governors a termly report in which s/he identifies progress against the targets within the school development plan.
- Governors make regular visits to the school as part of a planned programme of monitoring.
- The governors and headteacher agree the focus of these visits. Governors focus on one particular curriculum area, school development area or aspect of the school.
- The headteacher supplies the Chair of Governors and the Resource committee with budget updates.
- This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school development plan.
- The planning cycle involves the governing body in evaluating the progress of the current school improvement plan as part of the development of the next plan.
- This gives governors a clear view of the school's strengths and areas of development and an overview of the School Development Plan.
- Monitoring and evaluation - key tasks

The school continually ask two key questions:

- How well are we doing?
- How do we compare with similar schools?

We analyse the trends in our school performance using the DfE Raise on Line and FFT by

- examining national summary results;
- examining national value-added information;
- making comparisons with similar schools.

We also discuss what more we should aim to achieve when we:

- determine individual end-of-key-stage targets;
- determine whole-school end-of-key-stage targets;
- agree statutory targets with the governing body.

We discuss what we must do to improve our school performance and set a date to:

- review our curriculum plan to support agreed targets;
- review the school improvement plan to support agreed targets.

We review progress by:

- monitoring and evaluating the progress of individual children;
- monitoring and evaluating the progress of cohorts of children.
- monitoring and evaluation as part of performance management

The Performance Management Cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Development Plan.

Monitoring documentation

The Headteacher will retain copies of all monitoring pro-forma.

Impact of policy

- Consistency across all subject areas
- Professional development is supported through monitoring
- Standards in all areas of school like are raised through monitoring

Review

Date discussed by staff: Autumn term 2013

Date reviewed by governing body: Autumn term 2013

Date due for review: Autumn term 2014