



Great Linford Primary School

Subject Leaders Monitoring Overview Policy

January 2014

Monitoring Overview - We are all responsible for our plan-do –review cycle – this shows us what we are accountable for and the impact our accountability has

<p><u>Our Pupils</u> Check their work and any next steps set for them including behaviour, numeracy, literacy, etc, to make own assessments of their progress</p>	<p><u>So</u> Children have a good idea of what and how they can improve Reach their potential and make as much progress as they can be expected to</p>
<p><u>Our Parents</u> Are involved in homework activities Attend parent/teacher consultation evenings Receive assessments/test results and be involved in targets Read their child’s Annual Report and comment on it Attend any curriculum workshops/meetings</p>	<p><u>So</u> They are aware of children’s attainment and progress They are aware of targets set for children They are informed of best ways to help children and participate actively</p>
<p><u>Our Class Teachers and Teaching Assistants</u> Check individual, group and whole class activities Record attainment, attitude levels of co-operation by marking Observe (assessing progress towards targets and test results) Scrutinise work in year groups and with school colleagues</p>	<p><u>So</u> Activities are matched to children’s ability Teachers can set further targets High quality of marking exists and differences between parallel classes are noted and acted on Findings are reported to whole staff at staff meetings and to SLT</p>
<p><u>Our Subject Leaders</u> Check teachers’ medium & long term planning for continuity, balance, progression and assessment opportunities Match work scrutinies with planning Analyse assessments by class, year group, gender, ethnicity and ability to advise on any changes to teaching programmes Set targets with SLT and Governors In partnership with the Headteacher/SLT carry out appropriate teaching observation programmes Write an annual/termly impact report to SLT and Governors</p>	<p><u>So</u> Specific groups of children are targeted to raise standards Future targets for core subjects are set Subject leaders have a clear picture of standards being achieved throughout school Subject leaders know progress being made and can justify changes, i.e. purchase of resources Planning covers National Curriculum requirements assessments are built in.</p>

<p><u>The Headteacher and AHTs</u> Oversees monitoring process Constructs and co-ordinates planned programmes Leads analysis of test results Reports to Governing Body Sets targets with governors Advises teachers and governors on national developments with potential to further raise standards</p>	<p><u>So</u> Monitoring process is established as an integral part of school life Subject leaders monitor work confidently, objectively and constructively Results of tests and reports are shared effectively with members of Governing Body, who are well informed as to progress school is making towards its set targets</p>
<p><u>Our Governors</u> Receive reports from headteacher and subject leaders, especially on literacy, numeracy, target setting and SEN Governors question progress towards targets Compare school with progress in previous years, LA targets and similar schools (RAISE). Monitor through visits to school Attend training session to improve skills and knowledge</p>	<p><u>So</u> All governors aware of monitoring process taking place in school They understand how it works They have a good understanding of standards being achieved They understand how targets are set They make informed judgements on progress being made by the school based on evidence presented to them</p>

Please put this sheet at the front of your leadership file and be able to show evidence and the impact of this evidence each term