



Great Linford Primary School

Monitoring and Evaluation Policy

September 2015

1 Introduction and Aims

- 1.1** Monitoring, evaluation and review are central to the working of any school if it is to develop and progress. As far as is possible it should be conducted in an atmosphere of professional support and respect, with the aim of spreading good and outstanding practice. It should:
- ✓ Enable the school to understand itself better and what to improve next, when and how
 - ✓ Enable all staff to develop professionally and to have a clear focus
 - ✓ Keep the standards achieved by pupils as high as possible.
 - ✓ Keep Great Linford's morale and motivation high by identifying success and progress.
 - ✓ Provide the SLT (Senior Leadership Team) with evidence-based information for Governors, parents and the LA which gives a robust overview of progress, standards, issues, strengths and areas for development – all of which should be reflected in the school evaluation form (SEF).
 - ✓ Establish a set pattern of monitoring which is practical, useful and realistic.
 - ✓ Inform the target-setting process, performance management and Great Linford's School Improvement Plan.

2 Organisation

- 2.1 Individual teachers** monitor through their initial planning and subsequent assessment of children's work and further planning. Teachers are also able to monitor the quality of their teaching by carrying out self-evaluation.
- 2.2 Subject Leaders** are involved in a cycle of review. They draw up a programme/action plan for the year showing how the subject will be developed (this is included in the SDP).
- 2.3** Once a term Maths, Literacy, Science and Foundation Stage leaders complete an impact report and present it to the SLT and Chair of Governors. Once a year all other leaders complete an annual subject report on standards and progress, along with priorities for the future, from monitoring they have done in school (lesson observation, teacher discussion, pupil interview, resource and stock audit). Subject leaders of core subjects monitor the standards and progress in their subject very closely and plan further action (staff meetings etc.) There are also annual staff meetings to examine both teachers planning and work scrutiny.
- 2.4 The Senior Leadership Team (SLT)** meets on a weekly basis and reviews all information gathered. If appropriate further action is planned and distilled into the draft school development plan for governor approval.
- 2.5 The Headteacher** must have an overview of the development of the school. This is achieved by:
- ✓ examination of annual subject leader reports, plus any medium and short term plans necessary
 - ✓ evaluation of end of year pupil reports
 - ✓ making informal and formal visits to classrooms
 - ✓ scrutiny of pupils' work
 - ✓ analysis of parent, staff and pupil views from questionnaires, meetings and discussion
 - ✓ study of Great Linford's tracking system
- 2.6 Governors** monitor in various ways. They receive a written report from the Headteacher each term and subject leaders of key subjects termly and other subjects once a year. They also visit the school and classes regularly to get an overview of the subject and how it is taught (though not to make judgements on teachers). Each governor adopts a curriculum area(s) and liaises with the co-ordinator of that subject, as well as participating on committees. They receive feedback about the school via comments from parents and members of the school community, as well as receiving reports from LA link advisors and inspectors. Through this, they become involved in the drawing up and monitoring of the school development plan.

3 Evaluation

3.1 Information gained is discussed at SLT and appropriate reports written to governors. Monitoring should result in sustaining outstanding performance, or improving an area until it is outstanding. Feedback should be swift, honest and designed to build on the positive. It may be possible to identify appropriate INSET or 'model' lessons and joint planning sessions. In rare cases the Headteacher may need to meet with an individual teacher to discuss performance, and this should result in support and clear target-setting for improvement within a reasonable time frame. The following should be the 'benchmarks' for the following areas:

3.2 Teaching and Learning (this is enlarged upon in our Teaching and Learning Policy)

- ✓ Planning will be effective and show clear learning objectives, differentiation and high expectation.
- ✓ The teaching will reflect these clear learning objectives, differentiation and high expectations and be well paced, with challenge for all.
- ✓ A variety of teaching strategies will be used which are appropriate to the learning objectives
- ✓ The teaching will stimulate the children.
- ✓ Teachers will demonstrate a sound knowledge of the subject.
- ✓ Children will be given opportunities to develop independence in their learning.

3.3 Standards and progress

- ✓ Reading, writing and maths, standards and progress will be measured and judged through the school's tracking system, which links Fisher Family Trust data to actual attainment through a system of fine grades. For other subject, a variety of teacher assessment will be used.
- ✓ The standard of work in children's books and displays will also indicate that progress is being made.
- ✓ Presentation of work will be of a high standard and reflect the school's policy on presentation and marking.
- ✓ The work will reflect the teacher's high expectations.

3.4 The learning environment

- ✓ Displays will be fresh and imaginative and reflect the very best of the work of the children.
- ✓ Displays will be varied and, over time reflect all areas of the curriculum.
- ✓ Displays may include working displays that will provide a stimulus or reference or contain teaching points.
- ✓ The school will be tidy and children will have an established routine of keeping their own areas tidy.

3.5 The attitudes, behaviour and general discipline of the children (see behaviour policy)

- ✓ The children should display an enthusiastic attitude to learning, working co-operatively and independently.
- ✓ The children should demonstrate the ability to stay on task for periods of time appropriate to their age.
- ✓ The children should be polite and well behaved when representing the school in events away from school.
- ✓ The children should enter and leave the hall quietly prior to and after assembly and behave appropriately during assembly.

3.6 The curriculum, assessment and record keeping.

- ✓ Planning will show that the statutory requirements of the National Curriculum are being met.
- ✓ Marking of children's work will be in accordance with the school's policy – it will be thorough, meaningful and assist in future planning.
- ✓ Formal assessments will indicate areas and rates of progress and also areas of weakness that will assist in future planning.
- ✓ Scrutiny of pupils' work will reflect the teachers' planning, show evidence of individual progress and demonstrate that school policies on marking and presentation together with the individual subject policies, schemes of work and guidelines are being followed.
- ✓ Pupils' records are kept in accordance with school procedures and that these are effective in indicating achievement. All records should be concise and worthwhile.

Monitoring and review of this policy

This policy will be reviewed in three years, or earlier if necessary.

Revised and adopted by the governing body:

P. Reeve

Date: 11/2/2015