

Introduction

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. 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 is the means by which we gather evidence. We do this systematically across a range of activities throughout school. This evidence allows us to evaluate the impact of our actions and progress towards our targets.

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 planned process and involves a range of different people (HT/DHT/External Consultants/Subject leaders/Governors) over the course of a school year.

The quality of teaching

The Head Teacher/SMT observe all teachers working with classes at least once per year. The focus is linked to the school development plan, Performance Management cycle or an agreed whole school issue. The Teacher and observer follow the observation with a discussion. The observer notes the strengths and the areas of development, and gives a copy of this information to the teacher. The SMT builds the development points into the school's CPD programme and SDP. Other Staff may make classroom observations as part of the ongoing monitoring of their subject areas. This is always agreed with the teacher. Learning walks are an integral part of monitoring teaching and learning at Springfields and these take place on a regular basis. External consultants monitor teaching and learning within the school on an annual basis.

Support staff are observed at least annually by The HT/DHT. Monitoring activities for support staff are agreed according to identified need/areas for development. This is part of their performance management structure and/or part of the school improvement process.

The quality of children's learning

Staff will gather evidence about the children's attitudes to work and the standards which they will be attaining in lessons. SMT will find out the pupils attitude towards learning through questionnaires and pupil interviews. This evidence will be discussed at whole school and individual progress meetings. It will help us to make evaluations about the impact of the SDP and continually develop the school improvement process. Other Middle Managers monitor learning in their own subjects.

The standards attained by the children

SMT/Staff will gather evidence about standards and where appropriate carry out scrutiny of children's work. This involves the sampling of children's work including children below expectation, in line with expectation and above expectation for each class. Staff will use the evidence of this to inform future planning. Outcomes from standards monitoring will be used by the SMT to set priorities for school improvement.

The quality of teachers' planning

Planning is monitored at least once a term by the SMT/Phase/Subject Leaders. Common issues are recorded and this information is shared with teachers and adjustments are made as appropriate. Long term progression planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of pupils. Judgments from the monitoring of planning will be used to inform the school improvement process.

The targets set for children's learning

Whole school targets are set at the beginning of the school year. The teacher reviews the children's progress and attainment using Target Tracker at the end of each term. The class teacher reviews these targets and the progress which the children make, identify areas of development and include these areas in the school development plan.

The targets set in our school development plan

The HT gives the Governors a termly report in which she identifies progress against the targets within the school development plan. The planning cycles involves the Governing Body in evaluating the progress of the current school development plan and this is presented to the Governors using a RAG rating each term.

Monitoring the curriculum other than English and Maths

The SMT and lead teachers will monitor subject areas through lesson observations, scrutiny of work and standards. Subject leaders will carry out a subject audit annually and make a judgement about attainment in their subject areas. The SMT will use this evidence to identify areas for improvement in the SDP.

Monitoring and evaluation as part of performance management

The Performance Management Cycle led by HT and DHT 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.

Ofsted School self-evaluation form

The SEF will be updated by the SMT at least termly. The SMT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible. This will be monitored by the Governors termly.

This policy will be reviewed on an annual basis.

Mrs E Goodfellow

September 2019

