



Stottesdon C. of E. Primary School

The Shropshire Gateway Educational Trust



Policy For Monitoring And Evaluation: June 2022

This policy sets out our principles and practices for effective monitoring and self evaluation. The purpose of monitoring and evaluation is to support the:

- Quality of teaching and learning
- Improvement of standards
- Needs of all pupils
- Delivery of the national curriculum and our curriculum maps
- Progress of all pupils in line with national expectations and similar schools.

Principles:

Monitoring and evaluation are our most valuable tools which gather evidence about the quality of education we provide and subsequently evaluate its effectiveness (strengths and areas for development).

Monitoring is the systematic gathering of evidence in order to:

- See whether agreed practices and principles are in place
- Identify impact of professional development and future need
- See whether the school is meeting the needs of all its pupils
- Consider whether the school is covering the National Curriculum
- Consider whether the school's curriculum maps are effective in helping children know and do more
- Check the progression, consistency and continuity of provision
- Check the standards of achievement are in line with local and national expectations.

Evaluation is necessary in order to:

- gauge the effectiveness of actions taken, based on their impact on the quality of children's learning
- Identify areas of strength and development
- Support the quality of teaching and learning
- Inform reviews of policies and practice
- Inform school self evaluation
- Inform school development planning

Guidelines:

All staff will be involved in aspects of monitoring. Class teachers, as part of their role, should monitor the teaching and learning within their own classroom, to ensure that the individual needs and abilities are catered for, pupils make progress in line with their abilities and pupils are offered the broad and balanced curriculum within our curriculum

maps and progression documents. Teachers will also monitor aspects of each others practice depending on specialisms and subject leadership. Further monitoring will be carried out from time to time by outside agencies e.g. Advisory/consultant, schools within the trust etc

Below are the range of activities used within our school (by leadership, governors, staff) to monitor and evaluate practice. The school development plan will outline the timing of annual areas of focus. Activities may take place discretely or be combined together in the form of 'Learning Walks' or 'Deep Dives'.

Lesson Observations:

- Formal observations will occur at least three times a year according to priorities identified within the school and staff performance management. There is a school lesson observation format and monitoring aide-memoirs.
- Feedback, where possible, should occur on the same day as observation and should focus on strengths and areas for development.

Pupil Interviews

- This is an effective way of finding out what the pupils have been learning, how they have been learning, the progression of learning and their enjoyment of learning.

Scrutiny of Pupil Work

- Work across the range of ability within a year group (HA, MA, LA, SEN) or at the end of the phase (Reception, Y2, Y4 and Y6) should be considered with a pre-planned foci such as:
 - Quality and quantity of work
 - Coverage of curriculum plans and progression of learning
 - Differentiation (support and challenge for HA)
 - Continuity and progression between year groups
 - Clear learning intentions and progress against these
 - Evaluative marking
 - Standards
 - Use of our teaching and learning policy so children know more and can do more
 - Evidence of building subject knowledge and skills

Where possible 'book looks' will happen with staff involvement (using staff meetings) as they are considered useful professional development. Notes should be taken for evaluation and feedback to teachers.

Scrutiny of Teacher Planning

- Planning (see planning policy) for teachers should be monitored in lesson observations, informally during discussion or through separate scrutiny. Evidence of on-going evaluation should be seen through annotation, tracking of pupil progress and notes for future planning. Focus could be:
 - Following SOW, curriculum maps
 - Clear learning intentions



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- Differentiated planning
- Progression and continuity
- Assessment

Analysis of assessments (Please refer to assessment policy)

- Findings for summative and formative assessments should guide teachers what to teach next and the emphasis on different elements. Assessments should be on-going (AFL) and incorporated into planning.

Exemplification of Standards

Subject leaders will look to exemplify standards for curriculum areas by using internal and external models. The school will aim to work with partners (Local Authority, Trust, Diocese etc) to build up moderation opportunities. This will be detailed in the school development plan.

Development within Networks

As a small school we welcome opportunities to share and observe practice across a variety of settings and will therefore seek opportunities to observe teaching and learning in other local schools as well as offering others the same opportunity in our own school. All such opportunities should be considered positively for our own development rather than the judgement of others.

Appraisal of Staff

See Appraisal Policy. Monitoring and Evaluation effectively feeds into this process. Where developments are identified, senior staff support and coach in order to help staff secure improvements.

Governor Monitoring and Evaluation

Governors monitor and evaluate our school through:

- Headteacher reports and subsequent discussion (particularly in relation to curriculum development, school development and school self evaluation)
- Discussion and approval of policies
- Discussion of reports on the attainment and progress of pupils
- Discussion and approval of targets for cohorts
- Visits and feedback by link Governors to areas identified within the SDP
- Informal visits
- Headteacher performance management