

*West Ashton Church of England Primary
School*



Monitoring and evaluation policy

Dated: Oct 2018

Review date: Oct 2021

'You will shine among them like stars in the sky.'
Philippians 2:15 (NIVUK)

Rationale and Policy Statement

West Ashton is a the uniquely Christian school from which children leave having developed an understanding of diversity and tolerance, achieved outstanding standards through a creative immersive curriculum and being ready to develop their future potential with respect for their past.

As such the governors and staff are committed to raising standards, establishing high expectations and promoting effective teaching and learning. Central to achieving this aim is the involvement of all members of the school community in the process of monitoring and evaluating the work of the school, with a particular focus on teaching and learning, the aims of the school and how we are achieving them.

Monitoring and evaluation is a planned process and involves a range of different people over the course of the year. It is viewed as a shared endeavour, making maximum use of existing information, collecting only what is necessary and valuable and celebrating and sharing progress and success. The school's monitoring and evaluation procedures provide an insight into the strengths and areas for development, ensuring the delivery of a rich and relevant curriculum that has a positive impact, moving all pupils on in their learning.

We believe when monitoring and evaluation is effective we:

- ensure every pupil is making good progress and is appropriately challenged*
- offer an opportunity to celebrate and build on school's successes*
- promote excellent teaching and learning throughout the school*
- contribute significantly to the creation of an atmosphere of open professional debate in the school*
- ensure consistency of implementation of agreed policies throughout the school*
- provide information to support self-evaluation, making judgements on effective actions taken, based on their impact on the quality of the pupils learning*
- respect and enhance the professionalism, skills and professional development of members of staff*

Roles and Responsibilities

Senior Leadership Team

- Identify areas that need to be monitored and evaluated, through discussions with staff and pupils, observation of staff at work, engaging with staff in planning activities, observation of pupils at work and at play, discussions with parents;
- Establish a culture that understands lesson observations happen with the frequency required to ensure there is sufficient evidence to allow monitoring and evaluation to be effective;
- Carry out monitoring and evaluation activities including lesson observations, work scrutiny, 'learning walks' progress data etc;
- Delegate monitoring and evaluation activities to the appropriate level, with clarity of expectations and outcomes to be achieved;
- Ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Ensure that the results of monitoring and evaluation are adopted into the performance management of all staff;
- Ensure that pupil performance data is collected, analysed and used to inform target setting;
- Report to the appropriate audience including the governing body on what the data showing and how the information can be used to best advantage.

Curriculum Leaders

- Ensure that colleagues understand that the purpose of monitoring and evaluating is about development and recognising achievement;
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities, including maintaining the subject area policy, schemes of work etc;
- Maximise the use of existing information, collect only what is necessary - ensuring evidence collated can be measured against effective and current practice;
- Collate the information from lesson observations and class visits and summarise using the agreed pro-forma, reviewing

practice in their areas of responsibility; this includes writing a summary of findings, curriculum report and update the subject audit, outlining the priorities for development in the subject areas; this will form key evidence in feedback to SLT and Academy Council.

- Monitoring activities including: discussions with staff and pupils, observation of staff at work, engaging with staff in planning activities;
- Scrutiny of pupils sampled work and at play, discussions with parents and report to Academy Council as requested.

Teachers

- Monitor the work of the pupils and evaluate their responses for teaching methods, resources and assessment information;
- Keep records and assessments of pupils in line with school policy, set targets for individual pupils in line with school policy, review and evaluate their practice and reflect on the methods and outcomes in their ongoing planning and assessments;
- Monitoring activities including: discussions with support staff and pupils, scrutinises of pupils' work, ongoing assessments and moderation, observations of pupils at work and at play, completion of annual review report and regular contact with parents through discussions, phone calls, emails, ParentMail and informal discussions.

TAs

- Support the teacher in monitoring and evaluating work produced by pupils in both written and physical form.
- Keep records and assessment of pupils whom they work closely with in line with school policy.
- Provide effective feedback to pupils they have worked closely with to allow them to review their success and encourage development towards personal targets.
- Feedback to the class teacher the results of monitoring activities such as discussions with pupils and observation of work and play.
- Ensure that assessments are timely for pupils they work with both at the beginning and end of their work with them.

Pupils

- *Pupils monitor their own progress through 'reflect to perfect' on the marking of their work, reflection of their achievement from praise and certificates in all aspects of their development and collection of reward-points.*
- *Their views are sought through class representatives and House Leader meetings on school and classroom practices emanating from school policies that affect the way in which they learn and develop as British Citizens.*
- *Pupil interviews with subject leaders and the senior leadership team also allows pupil voice to be collected.*

Parents

- *Parents and school work together in active partnership to support pupils through opportunities to attend individual consultations twice a year, attending annual reviews, parents' meetings, curriculum events, support good work / behaviour stickers and certificates, homework, parents' workshops and opportunities to see assemblies, special events and other class or whole school enrichment activities.*