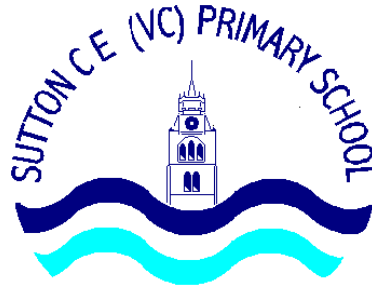


# SUTTON CE (VC) PRIMARY SCHOOL



## POLICY FOR MONITORING AND EVALUATION

VERSION 2017:v1

To be reviewed annually

Approved by Staff

Date 1.11.17

Approved by Governors

Date 1.11.17

## **MONITORING AND EVALUATION POLICY**

### **Monitoring**

Monitoring is the means by which we gather evidence. We do this systematically across a range of activities within our school and this evidence allows us to evaluate the impact of our actions and progress towards our targets.

We believe that effective monitoring should:

- Promote excellent learning and teaching throughout the school;
- Ensure excellent planning and delivery of the curriculum;
- Identify the strengths and needs for professional development;
- Offer an opportunity to celebrate success and make progress;
- Provide information to support self-evaluation;
- Ensure consistency throughout the school;
- Ensure that every child is making good progress and is appropriately challenged to reach their full potential.

### **Evaluation**

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 thoroughly planned process that involves a range of stakeholders over the course of an academic year.

At Sutton CE (VC) Primary School we follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle.

A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation process.

### **Monitoring & Evaluation Roles and Responsibilities**

#### **Senior Leadership Team**

It is the job of the Senior Leadership Team (SLT) to ensure all staff, Governors and stakeholders understand that the purpose of monitoring and evaluation is to enable Sutton CE (VC) Primary School to develop and improve.

To ensure this it is the SLT's responsibility;

- To identify areas that needs to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;

- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (eg. Teacher Appraisal, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

### **Subject Leaders and Teaching & Learning Responsibility Post holders (TLR's)**

TLR staff at Sutton CE (VC) Primary School ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development; and they carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

### **The Governing Body**

The Governing Body at Sutton CE (VC) Primary School agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated.

It is also their responsibility to;

- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish aspirational targets for continuous improvement and school development.

### **The Quality of Teaching**

The Head Teacher (HT) and Senior Leadership Team observe all teachers working with classes at least twice per year. Teachers agree the observation date and the focus. This focus is linked to the School Improvement Plan, Performance Management/Teacher Appraisal of the teacher or an agreed whole school issue.

The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Senior Leadership Team (SLT) builds the development points into the school's continuing professional development programme and School Improvement Plan.

Other teachers, Team Leaders and staff with Teaching and Learning Responsibilities also take part in classroom observations as part of their continuing professional development. This is always agreed with the teacher being observed.

A Local Authority Advisor meets with the Head and Deputy Head Teacher (DHT) to monitor the quality of teaching and learning as appropriate, but at least annually. These visits support the school's ability to identify whole school strengths and weaknesses and this forms part of the School Improvement Plan.

### **The Quality of Children's Learning**

Staff gather evidence about the children's attitudes to work and the standards which they are attaining in lessons. SLT, Governors, Team Leaders and TLR post holders will find out the pupils attitude towards learning through 'pupil voice' interviews with the children. This evidence will be discussed at whole school and individual progress meetings. It will help us to make evaluations about the impact of the School Improvement Plan and continually develop the school improvement process.

### **The Standards Attained by Children**

SLT and staff gather evidence about standards and where appropriate carry out scrutiny of the children's work.

This involves the sampling of children's work including those below age related expectations, in line with age related expectations and above age related expectations within each class, this sampling of work will also include examples from children in a variety of identified vulnerable groups eg. pupil premium, gender, ethnicity. Staff will use the evidence of this to inform teaching and learning and future planning. Outcomes from standards monitoring will be used by the SLT to set priorities for school improvement.

### **The Quality of Teachers Planning**

Planning is monitored by the SLT and Team Leaders at least once per term. The HT/SLT members record any common issues and pass on information about these to the teachers and adjustments are made as appropriate. Long term planning is reviewed on an on-going basis to ensure curriculum coverage and according to the interests of the pupils. Judgements from the monitoring of planning will be used to inform the school improvement process.

### **The Targets Set for Children's Learning**

Whole school curriculum targets are set half-termly/termly as required for reading, writing and maths.

The teacher reviews the children's progress towards their age related expectations at the end of each half term/assessment period and sets the targets for the end of each assessment periods. The SLT and the class teachers review these targets and the progress which the children make, identify areas for development and include these areas in the School Improvement Plan. These are also shared through termly pupil progress meetings. The Head Teacher and Governing Body, in consultation with the Local Authority, review the progress which the school is making towards its National Curriculum targets.

### **The Targets Set in our School Improvement Plan**

The Head Teacher gives the Governors a termly report in which she identifies progress against the targets within the School Improvement Plan. The Head Teacher also supplies the Governors with termly budget updates. This allows the Governing Body to monitor and evaluate spending patterns against the priorities for improvement identified in the School Improvement Plan. The planning cycle involves the Governing Body in evaluating the progress of the current School Improvement Plan. Governors have a clear view of the school's strengths and weaknesses.

### **Monitoring the Curriculum in Subjects Other Than Maths and English**

The SLT and Subject Leaders monitor subject areas through lesson observations, pupil voice interviews, scrutiny of work and standards. Subject Leaders carry out a subject audit annually and make a judgement about attainment in their subject areas. The SLT will use this evidence to identify areas for improvement in the School Improvement Plan.

### **Monitoring and Evaluation as Part of the Teacher Appraisal Cycle**

The Teacher Appraisal Cycle led by the Head Teacher and SLT 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 (SEF)**

The SEF form will be up dated by the SLT at least termly. The SLT will use all the monitoring and evaluation evidence available to them to complete the SEF as accurately as possible.

The Local Authority will monitor the SEF with the Head Teacher at least annually.

The Governors will monitor the SEF form at least annually.

### **Policy Review**

This policy will be reviewed by the staff and governors on an annual basis at the start of the academic year.

**Appendix One**

**Sutton CE (VC) School Core Monitoring Programme**

<b>Area</b>	<b>Person responsible</b>	<b>Frequency</b>	<b>Report format</b>	<b>Reporting dates</b>	<b>Reporting audience</b>
Attendance	HLTA	Weekly	Table/comments	Weekly	Headteacher Governors Education Welfare Officer
Behaviour	Deputy Head	Termly	Written report on general situation	End of each term	All staff Governors
Compliments/ Complaints	Headteacher	Termly	Written report	Termly meeting of full Governing Body	Governors
School Improvement Plan progress. Termly Operational Plan progress	Headteacher, Deputy and Subject Leaders	Half Termly	Ragged Report	Termly meetings of Governors' Committees and full Governing Body	All staff Governors
Budget Issues	Finance Administrator Headteacher, Finance Committee, Governing Body	Monthly Termly Yearly	BCR Print-out Written report to Finance Committee. Minutes of Finance Committee. Annual and 6 month out-turn figures	Termly meetings of Finance Committee and full Governing Body	Headteacher Governors
End of Key Stage results	SLT and Subject Leaders	In house – termly national results - yearly	Written report	School results – termly National results - July	Staff Governors

Teaching	Headteacher and Deputy Head	Termly	Written report	Spring term	Staff and Governors
SEN.	SENCO and SEN Governor	Yearly	Written report	Summer Term meeting of full Governing Body	Staff and Governors

## Appendix Two























































### Sutton School Subject Leaders Background Monitoring Responsibilities

<b>Area</b>	<b>Information gathering</b>	<b>Frequency</b>	<b>Report format</b>	<b>Report audience</b>
Standards to include performance of different groups	Work sampling Assessment data Records	Termly for core subjects	Written	Senior Leadership Team
Curriculum planning and coverage	Planning	Termly	Written	Senior Leadership Team
Resource supply, use and condition	Observation in and out of class time – surveys and interviews	Summer Term	Table/List	Own records



**Appendix Three**

**TOOLS FOR MONITORING**

	Work sampling	Lesson Observation	Other Observations	Questionnaires	Interviews	Using records	Analysis of Documentation/ Data
Attendance							
Teaching							
Standards							
SEN							
Spending							
Cost-effectiveness							
Curriculum							
SDP							
Compliments/ Complaints							
Behaviour inc Exclusions							
Parental support							

**Appendix Four**

**MONITORING PLANS**

<b>Subject</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Compliance with school policy and scheme of work</b>							
<b>Focussed Learning Objectives</b>							
<b>Balance</b>							
<b>Differentiation Equal Access</b>							
<b>Assessment to inform planning</b>							
<b>Other</b>							

**Appendix Five**

**SUTTON CE (VC) PRIMARY SCHOOL**  
**Lesson Observation Sheet**

Teacher's Name:	Date:	Time:	Group:	In class support: Y / N
Observer's Name:	Lesson:	Lesson Grade:	Number in group:	
Focus of the Lesson Observation:				
Lesson Summary:				
Strengths:				
Areas for development:				
Signature Observer:		Observee's Comments:		

## **Appendix Six**

### **Parental Support in the Children's Learning**

This area of the school's monitoring programme may include the following areas:

attendance at Induction Meeting for Reception Children

attendance at and quality of Parent Consultation Evenings

attendance and quality of Parents Special Curriculum Evenings eg Maths Evening

support with homework

support with home/school reading scheme

response to children's annual reports

involvement in SEN programmes

support in classrooms

general support in school

FOSS Committee and Meetings

FOSS events

Parents' letters, circulars etc.

Voluntary contributions for special events/trips