



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Monitoring and Evaluation Policy



Rationale

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that 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 in improving pupil outcomes. This gives us information on which we can base future decisions about the development of the school.

Aims and Objectives

The purpose of the process is to improve standards of teaching and learning through a focus on standards, progress, teaching and curriculum provision. A range of people will be involved in the process with clear roles and responsibilities. Criteria agreed with staff and governors will be used to gather evidence and make judgements and appropriate training and guidance will be provided to ensure effectiveness and consistency. There will be a planned programme of activities over an academic year with an emphasis will be on the subjects identified within the key issues from the OFSTED inspection, and those identified annually in the School Improvement Plan.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school. We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;
- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged.

Evaluation is the judgement on the effectiveness of actions taken regarding pupil well-being and involvement in learning and the impact the school has on the quality of the children's learning and outcomes.

Monitoring and Evaluation Procedures

A number of activities will be used to monitor the impact of the school on pupil outcomes of the school. These activities will occur in a pre-defined cycle (see Appendix) to ensure that evidence is timely, accurate and frequent. These activities will include:-

- Tracking pupil and school performance
- Scrutinising planning
- Observing Teaching and Learning
- Scrutinising children's work
- Setting targets for improvement

- Dialogue with pupils
- Moderation of teacher assessment judgements
- Monitoring of standards in individual subjects or aspects
- Monitoring pupil Well-being and Involvement

Tracking Pupil and School Performance

Teachers will use formative and summative assessments to inform planning (see Assessment Policy, available to download from the school website). Year Group **Tracking files** will be used to record and track performance of individuals, cohorts (e.g., gender, SEN and Pupil Premium) and the year group as a whole. These will include assessment data such as end of Key Stage Assessments, termly summative assessments for Reading, Writing, Maths and Grammar, Punctuation and Spelling (GPS) and Early Years Foundation Stage Profile (EYFSP). It will also include the Attainment Tracking Grids that track the acquisition skills and knowledge appropriate to that particular year group. Analysis of pupils' completed assessments will provide a basis for evaluation, intervention and future planning.

Pupil Progress Reviews

Pupil Progress Meetings will take place at least three times a year when the current assessment evidence will be discussed with the class teacher and key aspects of individual (including IEPs) and cohort progress evaluated in light of targets and prior attainment. The analysis will also be used to inform medium term plans, interventions and progress towards teacher **Appraisal Objectives**.

A summary of this analysis and review will be discussed with governors alongside data available over a period of time to consider trends and patterns, strengths and weaknesses. This information will be used to monitor progress towards challenging whole school targets.

Monitoring of Planning

At Charlesworth, the whole school curriculum has been developed to deliver coverage and progression within the National Curriculum 2014 and Early Years Foundation Stage. The curriculum has been designed to include creativity through termly topics that identify cross-curricular links where possible and is supported through a variety of schemes and resources (see Curriculum Policy, available for download from the school website).

Long Term Planning is the whole school thematic overview that links subjects and themes. This is reviewed by staff and governors annually to ensure that all subjects are covered and any new opportunities to link pupil learning to key local, national and international events are incorporated. It also allows teachers to discuss resources and training needs.

Medium Term Planning will be monitored by the Head and Subject Leaders will check the thematic overviews produced for each half term. They will ensure that the plans

clear identify:

- How the intended learning will match the curriculum overview and any agreed Scheme of Work or identified subject unit of work.
- The range of learning objectives that the children will be taught and practice over the theme
- The learning challenges that will build on prior knowledge and be used as a context for pupils to learn and practice new skills.
- The subjects and skills that do not directly relate to the theme and therefore will need to be taught as stand-alone elements of teaching
- Opportunities for trips and visitors that will enhance pupil experience and learning
- Opportunities for collaboration within and outside of school
- Opportunities for celebration of learning e.g., class assemblies, open afternoons, class museums etc..

Short Term Planning will be monitored by the Head to ensure that they:-

- Link to medium term planning
- Include specific learning objectives
- Provides differentiated activities matched to the age and ability of the children
- Demonstrates the link between assessment and planning
- Builds on knowledge, skills and understanding previously gained
- Identifies next steps for children's learning

Teaching and Learning Observations

Observations of classroom practice are an integral part of our monitoring and evaluation programme. In line with the Teacher Appraisal Policy (available to be downloaded from the school website), each teacher is to be observed a minimum of twice yearly. These observations will be undertaken by the Headteacher or as paired observations with the School Improvement Partner (to moderate observation judgements).

Teachers and Governors have agreed a Teaching and Learning Framework (see the Teaching and Learning Policy, available for download from the school website) that outlines clear criteria of what constitutes good teaching and learning at Charlesworth School and will be used as a basis for any observations. Constructive feedback will be provided on the same day of the observation and a written statement will be agreed by the Head and teacher that identifies areas of good practice and any aspect that needs improvement or development. It will comment on some or all of the following aspects:-

Preparing for Learning relates to the planning and preparation made by a teacher to ensure that pupils are challenged and make good progress towards identified learning objectives. It includes evidence that there is:

- A Purposeful environment
- Purposeful and adequate resources for current and on-going learning

- Display that enhances and scaffolds learning appropriate to the needs of the children
- Effective and purposeful planning for learning

Facilitating Learning is how the teacher actively promotes learning during the lesson through classroom management, learning feedback, support and expectations. It includes:

- Effective deployment of adults
- Clear instructions and explanations
- Cooperative learning
- Celebration of achievements
- Encouraging independent learning
- High expectations and challenge for all learners
- Effective use of ICT to enhance learning
- Effective questioning to support and challenge
- Clear reference to learning targets

Capturing Learning is a crucial part of Assessment for Learning that involves evaluation of pupil achievement, identification of gaps in learning and engagement of pupils in driving their own learning. It includes:

- Pupils evaluate their own learning
- Effective marking and feedback
- Teacher evaluation that informs future planning

The information gathered from this monitoring process will remain confidential but the Head will report termly to the Governors with respect to key strengths and areas for development in teaching across the school.

Scrutinising Pupils' Work

Pupils' work will be scrutinised throughout the year in one or more of the core subjects. This may take place as part of a teaching and learning observations or as part of a teacher moderation activity at a staff meeting. Children's work will be sampled to reflect above average, average and below average in each year group. The main areas of focus for the scrutiny will be:-

- Standards of work against national expectations
- Progress made since the start of the term/year
- Subject coverage in line with the Curriculum Overview, Medium term planning and any agreed Scheme of Work
- Clear evidence of the pupil being challenged
- Support and differentiation for individual pupils
- Adherence to the school Marking and Feedback policy (available for download from the school website)
- Clear use of the Year Group learning objectives (referred to by the pupil and the teacher).

The Head and the Subject Leaders will lead the scrutiny and may involve other

members of the staff. The outcomes will be evaluated and written monitoring or moderation reports will be discussed by staff and used to set priorities for improvement. A termly overview of monitoring outcomes and a summary of good practice and areas for development will be reported to the Governors

Target Setting

The Headteacher and teachers will use assessments and performance data to inform the setting of annual targets in order to raise attainment and progress in reading, writing, GPS and maths across the school:

- End of Key Stage SATs targets for Year Two and Year Six
- End of year targets for each year group
- Targets to narrow the performance gap for gender, SEN and Pupil Premium.

Shorter term targets will also be set for individual children as a mechanism to achieve the end of year cohort targets. Progress of these pupils will be reviewed termly as part of the Pupil Progress Meetings. At these meeting, the effectiveness of any support or interventions for these pupils will also be discussed. Children with SEND will have their targets linked to their School Support Plans during the termly SEN progress meetings.

Pupil Dialogue

The impact of high quality teaching and learning should be evident in the pupils' ability to talk about their learning, especially their achievement and what they still need to do in order to make further progress. Pupil dialogue will be integral to teaching and learning observations and may also be used for focused evaluation of individual subjects or cohorts of pupils.

Teachers will also conference pupils at least three times per year in respect of reading, writing and maths. At **Pupil Conferences**, teachers will meet individually or with groups of pupils to evaluate their achievement and learning in order to identify key gaps in their skills, knowledge and understanding that will inform further planning and support.

Moderation of Judgements

Teachers will make judgements on outcomes for individual pupils based on evidence from assessments, performance in class and in books and through pupil conferencing. These judgments will be moderated through paired teacher meetings or whole staff meetings where samples of pupils work will be submitted and discussed to ensure that staff agree with the final judgement. This ensures consistency in teacher assessed judgements across the school.

Subject/Aspect Monitoring

Subject leaders will evaluate the standards of learning and achievement within their subject area in order to produce an annual subject monitoring report. This report is discussed with the subject link governor as part of the governing body monitoring process. Subject leaders will use evidence from end of year achievement assessments,

work scrutiny, pupil dialogue and learning walks to monitor standards in their subjects.

SIRR/QDD (Local Authority Monitoring Procedures)

The Headteacher and Chair of Governors will meet twice per year with the School Improvement Partner to review the schools progress (or predicted progress) against national and local standards. They will identify areas of good practice and for further development and to evaluate the school against OFSTED criteria. This meeting is also used to agree objectives for further improvement and the level of LA support that may be required by the school.

School Self Evaluation and Improvement Planning

In the light of all of the evidence gathered through the previous twelve months, the Headteacher will produce a **School Evaluation Statement (SES)** to summarise all evaluative judgements in relation to OFSTED criteria, identifying areas of good practice and key targets for improvements. The SES is reviewed by the teachers and governors on a termly basis in terms of new information and progress towards targets for improvement.

Using the SES and the LA monitoring documents plus national evaluative reports (RAISE Online and the OFSTED dashboard), the Headteacher and governors will produce a **School Improvement Plan (SIP)** that outlines the improvements needed, the actions that will be taken to make those improvements and key success criteria by which school improvement will be judged. As with the SES, the SIP will be reviewed on a termly basis with teachers and governors so that progress can be shared and any barriers to progress discussed.

This termly review progress should ensure that the SES and SIP are constantly evolving documents that accurately represent the current situation at Charlesworth School.

Roles and Responsibilities

Headteacher

- To ensure that all staff and Governors understand that the purpose of monitoring and evaluation is to enable Charlesworth School to develop and improve its effectiveness and thus the outcomes of it's pupils;
- To identify areas that need 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 Headteacher (eg performance management, 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.

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;
- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement of pupils and sustain continuous progress;
- Receive monitoring and evaluation data at the 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 realistic targets for continuous improvement and school development.

Subject Leaders and Teachers

- Ensure that colleagues and team members 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.

Reporting to Parents

In line with statutory reporting requirements, Charlesworth School will publish a summary of end of Key Stage assessment data on the school website. The monitoring cycle, School Improvement Plan, OFSTED report and LA monitoring information will also be displayed for public view in the school office.

Autumn and Spring termly reports to parents will be preceded by a Pupil Report Card that identifies achievements and give parents the chance to reflect on the questions they might need to ask when they meet the teacher. Written Summer Term reports will be sent home two week before the end of the school year so parents can discuss any of the issues arising with the teacher.

Equal Opportunities/ Inclusion:

At Charlesworth School, we are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 in to our curriculum planning and teaching. We challenge all children regardless of ability reach their potential. We meet the needs of SEN children, by providing targeted, focussed support

with areas of the curriculum which they are finding challenging. We also meet the needs of our Gifted and Talented children, by providing focused challenges that will extend and reinforce their skills across a range of subjects and contexts. For all children, progress is measure from the various starting points so that all achievements can be celebrated.

Monitoring and Review

The Headteacher and Governing Body will review the implementation of the Monitoring and Evaluation Policy in line with the agreed schedule for policy review.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.

Appendices

School Evaluative Cycle

Aspect	Responsible	Purpose	Autumn		Spring		Summer	
			A	B	A	B	A	B
HT Observation	HT	Appraisal and SES Quality of Teaching.	✓		✓			
Peer Observations	Teachers	CPD, moderation, sharing good practice and peer support.						✓
Learning Walks	HT Subject Leader	SES Quality of Achievement and curriculum provision.	✓		✓			✓
Pupil Dialogue	HT Teachers	SES Quality of Achievement and Quality of Teaching.	✓		✓			✓
Work Scrutiny	All Teachers (Staff Meeting)	SES Quality of Achievement, curriculum provision and Quality of Teaching.		✓		✓		✓
Pupil Progress Meetings	HT Teachers	SES quality of Achievement and Quality of Teaching.		✓		✓		✓
IEP Review	Teachers	SES Quality of Achievement	✓		✓			✓
Attendance	HT Admin Officer	SES Leadership and Management		✓		✓		✓
Finance	HT Chair of Resources	SES Leadership and Management	✓		✓		✓	✓
SIP Review	HT Chair of Governors	SES Leadership and Management	✓		✓		✓	✓
SES Review (QDD/SIRR)	HT Link Adviser	SES Leadership and Management		✓		✓		✓
Pupils/Parent Survey	HT Teachers	SES Leadership and Management			✓		✓	✓
Report To Parents	HT Teachers	SES Leadership and Management		✓		✓		✓