Monitoring and Evaluating Policy

Revised by:

Date:

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February 2015		
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Monitoring and Evaluation Policy

INTRODUCTION

In Newbuildings Primary school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that the school meets and maintains the maximum standards of educational provision, Newbuildings Primary School has a planned and agreed approach to the monitoring and evaluation of teaching and the curriculum provision which is underpinned by the following principles:

Monitoring and evaluation procedures:

- *must be explicit, consensual and agreed at whole school level*
- *have, as their focus, children's learning and the professional development of the staff*
- *are part of the school's culture of self-evaluation and self-improvement*
- *must be manageable*
- *should result in outcomes which are followed up and lead to action for improvement*
- *must be linked to the school development plan*

Aims
The aims of our monitoring and evaluating policy are to ensure that self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school. Monitoring and evaluation is undertaken to help Newbuildings Primary School:
- *find out about the quality of teaching and learning and standards of achievement*
- *identify strengths and areas of improvement*
- *take appropriate action to address identified areas for improvement*
- *ensure consistency in continuity and progression*
- *provide appropriate support and resources*
- *ensure that all children's learning needs are addressed*
- *share good practice*

Monitoring is the means by which we gather information systematically. We believe that effective monitoring:
- **promotes excellent learning and teaching throughout the school;**
- **ensures first-class planning and delivery of the curriculum;**
- **identifies the strengths and needs for professional development;**
- **offers an opportunity to celebrate progress and success;**
- **ensures that every child is making good progress and is appropriately challenged to reach their full potential**
- **identifies specific areas which need to be looked at/updated to ensure progression throughout the school.**

What is monitored?
Childrens's progress
- *Assessment information*
- *Day to day progress* (in line with *Marking Policy*)

2

- *Monthly progress*
- *Year to year progress*
- *Pupils self and peer evaluations*

The curriculum
- *Coverage, continuity and progression*
- *Use of resources*
- *Quality of learning*
- *Classroom work*

Teaching
- *Effectiveness in ensuring learning*
- *Classroom organisation*
- *Relationships*
- *Ethos*

Teachers' professional development
- *Helping staff to identify strengths and weaknesses, find strategies for development and identify training needs.*

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

1. Taking action and reviewing
Leadership team and all staff regularly review and monitor progress and impact on children's learning.

2. How well are we doing?
Leadership team gather evidence of current practices and their effectiveness

3. How well should we be doing?
Leadership team/whole staff compare their current practice. Identifies areas of good practice to be celebrated, as well as future developmental needs.

4. What more can we aim to achieve?
Agree priorities for improvement with all staff. Agree outcomes

5. What must we do to make it happen?
Define success criteria for agreed outcomes. Formulate action plan with explicit links to CPD.

Monitoring and Evaluation framework

Monitoring and Evaluation in our school are part of a planned process and ensure that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle (appendix 1). All evidence of monitoring will be filed and used to inform future work. A timeline for subject coordinators outlining monitoring and evaluation is in place (*appendix 2*). This is used to inform our whole school monitoring and evaluation. Where possible, monitoring is linked to specific school targets, which are included within the School Development Plan (SDP) and linked to Performance Review and Staff Development PRSD (PRSD) (appendix 6).

Roles and Responsibilities
The Principal and all teaching staff and governors are involved in monitoring and evaluation.

The Principal monitors standards of teaching and learning by monitoring and reporting on benchmarking, standardised assessments, observing teaching, looking at children's work (including previous work, work produced during the lesson and work on display.)

The subject co-ordinators monitor medium term planning throughout the school for their own subjects, mainly by looking at children's work, teachers' planners and by talking to teachers. They collect samples, look at displays and look at work produced by staff in moderation sessions. Limited classroom observation takes place together with supporting and advising other members of staff.

The Principal and co-ordinators keep records of all monitoring undertaken. These records include date activity, area focus and general observations.

Class teachers monitor children's on-going progress through daily application of the School's *Marking Policy* and on-going assessment and target-setting.

Monitoring by the SENCO is covered in the monitoring and evaluating section of the SEN Policy.

Areas Of Focus For Monitoring
Monitoring will focus on seven areas;
1. The school ethos;
2. The management and leadership of the school;
3. The behaviour and general discipline of the children;
4. The learning environment;
5. The effective implementation of our teaching and learning guidelines;
6. Standards of work and progress; and
7. Assessment and record keeping.

Criteria for Evaluating Each Area of Focus:

1. Ethos
❖ There is general evidence of progress towards the school aims.
❖ Most children are observed or reported to be safe, happy and productive (with any exceptions being temporary and dealt with to the satisfaction of all parties).

2. Management and Leadership
❖ There is specific evidence of progress within our school development plan.
❖ Members of staff contribute to the on-going development of the school.
❖ Members of staff provide feedback that is mostly positive in relation to the school leadership

3. Behaviour
❖ Relationships are based on respect, patience and co-operation.
❖ The children display an interest in their learning.
❖ The children stay on task for periods of time appropriate to their age.
❖ The children are able to work both co-operatively and independently.
❖ The children walk quietly about the school and behave appropriately.
❖ The children are polite and well behaved on school trips and when representing the school at outside events.
❖ There is evidence of self-discipline.

4. The Learning Environment

- ❖ Displays are fresh and imaginative and reflect the work of all children.
- ❖ Displays are varied and include representations from cross-curricular areas.
- ❖ Displays include stimuli and reference material or teaching points.
- ❖ The classrooms are tidy/well organised and children have an established routine of keeping their own desks and areas tidy.
- ❖ The grounds and premises are clean and used as a resource for learning.

5. Teaching and Learning

- ❖ The statutory requirements of the Northern Ireland Curriculum are reflected in planning.
- ❖ On-going evaluation using "together towards improvement"
- ❖ There is evidence of the effective implementation of our learning and teaching policy (*appendix 3*).
- ❖ Thinking Skills and Personal Capabilities are infused in daily classroom practice.
- ❖ Planning is realistic and effective, showing: *desired learning outcomes; teaching strategies and classroom management; effective use of resources; cross-curricular links; and success criteria.*
- ❖ Planning reflects differentiation and high expectations.
- ❖ The teaching strategies that are used are appropriate to individual children and to the learning objectives.
- ❖ Children and staff use ICT regularly and appropriately.
- ❖ Teaching motivates the children's interest and learning.
- ❖ Teachers demonstrate a sound knowledge of the subjects taught.
- ❖ Children are given opportunities to develop independence in their learning.

6. Standards of Work

- ❖ Presentation of work is of a high standard and reflects the school's policy on presentation and marking (*appendix 4*).
- ❖ The standard of each child's work in books, displays and performance indicates continuing progress that is appropriate to age, ability, personality, strengths and needs.
- ❖ Children's work reflects the teachers' high expectations and knowledge of individual children, including that gained through assessment for learning.
- ❖ End of key stage results reflect rising standards across the school at a level compared favourably with DENI benchmarking data.

7. Assessment and Record Keeping

- ❖ Assessment and record keeping of children's work is in accordance with school policy (*appendix 5*).
- ❖ Formal assessment indicates the progress of individual children and informs planning (AfL) by identifying areas that require support or suggest opportunity.
- ❖ Assessment and record keeping inform the teaching of children with special educational needs.
- ❖ Pupil reports are written and records kept in accordance with assessment policy
- ❖ Assessment and record keeping inform the teaching of children with special educational needs.

8. Use of Data and Underachievers

- ❖ **At the end of term 3 the SENCO will collate results from all standardised tests completed by SEN children. The SENCO will monitor these children throughout the year and provide any help and support deemed necessary.**
- ❖ **SENCO will have a data file detailing all testing that is completed throughout the school and with a copy of all results. The SENCO will then use this file to monitor the progress of specific children throughout the school.**

Forms of Monitoring

The degree of formality is determined by the information sought through any monitoring activity. In Newbuildings Primary School, the range includes:

- ❖ a general awareness of school life;
- ❖ a focused discussion of an aspect of the school;
- ❖ a survey of the school's policy and practice in relation to one or more issues;
- ❖ annual whole-school review by all teams;
- ❖ a comparison of children's work across classes and year groups;
- ❖ the formal observation of teaching by colleagues; and
- ❖ the inspection process.

Performance Review and Staff Development (PRSD)

PRSD will be used within the school to ensure that the School Development Plan (SDP) is effectively being carried out. All staff will work on 2 commonly agreed targets as a whole school approach to improvement. These targets will follow the focus of the SDP. The final target will be a personal target that staff will develop within their classroom practice or within a subject they coordinate. Appendix 6 shows the format that is used for recording and feedback of targets.

The Governing Body

- Agree, in consultation with the Principal, 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 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 realistic targets for continuous improvement and school development.

Review

Name of Reviewer:	
Date of approval by Governing Body:	
Signature of Chair Governors:	
Signature of Headteacher:	
Date Due for review:	

Appendix 1:   General school Monitoring/Evaluating cycle
Appendix 2:   Monitoring Arrangements
Appendix 3:   see *Learning and Teaching policy*
Appendix 4:   see *Marking and Presentation policy*
Appendix 5:   Proformas for PRSD.