

Monitoring and Evaluation Policy

1 Introduction

- 1.1 In our school we plan teaching and learning 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. This gives us information on which we can base future decisions about the development of our school.
- 1.2 Monitoring is a systematic gathering of evidence about the school's performance and progress.
- 1.3 Evaluation is the analysis of the monitoring data/evidence in order to form a judgement of the school's strengths and weaknesses and effectiveness.
- 1.4 Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.
- 1.5 In order to avoid monitoring overload, the School is selective in decisions about what is to be monitored. Quantitative data is readily available for analysing certain areas of performance but it is important that we also emphasise qualitative measurements. Provided that the qualitative judgements are made not on the basis of casual impression but as a result of careful observation and rigorous analysis.
- 1.6 At Kenmore Park Infant & Nursery School there is a core monitoring programme which includes those aspects of the school's performance which are so significant that they need to be monitored on a continuous basis and the data gathered regarded as a key management information.

2 Core Monitoring

- 2.1 Quality of Teaching. This is a Key Management Activity.
- 2.2 Standards of Achievement: This includes analysis of attainment of different groups. An evaluation of SATS results – KS 1, ASP data, IDSR. LA Data Profile.
- 2.3 School Development Plan: The implementation of the current plan is checked through regular monitoring of the work's progress.
- 2.4 Standards of Behaviour: Recording of serious incidents / Learning behaviour.
- 2.5 Complaints and compliments: Parental and community views are not a direct measure of school effectiveness but they provide a critical measure of the public perception of the school's strengths and weaknesses. Analysis of annual questionnaires sent to parents.

- 2.6 Budget: Monitoring this area monthly and annually. Analysing the effectiveness of major spending decisions.
- 2.7 SEND: Monitoring numbers of children on S.E.N.D Register, analysing rises and falls.
- 2.8 Attendance: Attendance and punctuality – support given by the Schools Attendance Liaison Officer
- 2.9 Curriculum Monitoring: Undertaken by subject leaders/co-ordinators.

3 Monitoring and evaluation framework

- 3.1 We use The Five-Stage Cycle for School Improvement (as defined by the DfE's green paper Teaching Excellence) to provide a framework for evaluating performance, setting targets, planning, taking action and monitoring progress. The components are:
- how well are we doing?
 - how do we compare with similar schools?
 - what more should we aim to achieve?
 - what must we do to make it happen?
 - taking action and reviewing progress.

4 Monitoring and evaluation activities

- 4.1 This framework allows us to systematically gather evidence across a range of activities. This evidence allows us to evaluate the impact of our actions and progress towards our targets.
- 4.2 The quality of teaching
The headteacher or the deputy headteacher observes all teachers working with classes formally at least annually as part of the professional review cycle. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy and professional review policy/classroom observation protocol (PM regulations Sept 2012). A clear rationale and focus for the observation is agreed with the teacher. The focus may reflect an agreed whole-school focus that is linked to the school development plan. 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 headteacher builds the development points into the school's continuing professional development programme.
- 4.3 Where a subject has been identified in the school development plan as a priority area, the subject leader observes all relevant teachers at least once during the year as they teach the subject in question.
Subject leaders monitor the quality of teaching in their subject and select a specific focus for the observation. This gives feedback about the progress of specific actions in the school development plan.
- 4.4 The quality of children's learning
In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the children's attitudes to work and the standards

that they are attaining in lessons. This enables us to self evaluate the impact of the school development plan.

4.5 The standards attained by children

In the course of their lesson observations, the headteacher, deputy headteacher and subject leaders gather evidence about the standards that the children are attaining in lessons. All subject leaders undertake, where appropriate, a termly scrutiny of children's written work. This involves the sampling of children's work from a range of abilities within each class. Subject leaders use the evidence of this to inform their annual subject action plans. These form part of the school development plan.

4.6 The quality of teachers' planning

Subject leaders monitor the medium-term planning for each year group on the intranet each term/half term. The subject leader records any common issues, action points and feedback to all staff and the Governing Body, strengths and areas for development which are then fed into the School Development Plan in their area of responsibility.

4.7 The targets set for children's learning

All children have personal learning targets for literacy and numeracy which are derived from their baseline on entry. The teacher reviews these when appropriate, depending on the age of the child. The teacher reviews the children's National Curriculum levels at the end of each school year and sets the targets for the end of the next school year. The headteacher/deputy headteacher/ year group leaders and the class teacher review these targets and the progress that the children are making each half term.

4.8 The headteacher and governing body, in consultation with the LA, review the progress that the school is making towards its National Curriculum targets in English and mathematics during the autumn term each academic year.

4.9 The targets set in our school development plan

The headteacher provides the governors with a termly evaluation report which s/he identifies progress made against the targets within the school development plan. Governors are encouraged to make regular visits to the school as part of a planned programme of monitoring. The governors and headteacher agree the focus of these visits when formulating the school development plan. Governors focus on one particular curriculum area or aspect of the school. The headteacher supplies the governors with half termly budget updates. This allows the governing body to monitor and evaluate spending patterns against the priorities for improvement identified in the school development plan. The planning cycle involves the governing body/subject leaders in evaluating the progress of the current school development plan as part of the work towards producing the next plan. This gives governors/subject leaders a clear view of the school's strengths and areas for development.

5 Monitoring and evaluation – key tasks

5.1 In the autumn term we ask ourselves two key questions:

- How well are we doing?
- How do we compare with similar schools?

- 5.2 We analyse the trends in our school performance using the IDSR. We:
- examine national summary results;
 - examine national value-added information;
 - make comparisons with similar schools.
- 5.3 We also discuss what more we should aim to achieve when we:
- determine individual end-of-key-stage targets;
 - determine whole-school end-of-key-stage targets;
 - agree non/statutory targets with the governing body.
- 5.4 We discuss what we must do to improve our school performance and set a date to:
- review our curriculum plan to support agreed targets;
 - review the school development plan to support agreed targets.
- 5.5 We review progress by:
- monitoring and evaluating the progress of individual children;
 - monitoring and evaluating the progress of cohorts of children.

6 Monitoring and evaluation as part of professional review cycle

- 6.1 The professional review cycle provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the school development cycle for each teacher and each class on an annual basis.

Person responsible: R.K. Mahil-Pooni

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Links have been made with the School's own self evaluation process & the SEF.

Next review: September 2024