Monitoring and Evaluation Policy

Introduction
The staff and governing body of St Catherine's C of E Primary are committed to raising standards across all areas of the school, 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. This policy drives the identification of areas for improvement; the maintenance of those areas which are effective; and assists the professional development of staff in the school. It contributes to the statements made about the effectiveness of our school in our School Evaluation and on the Statutory Inspection of Anglican and Methodist Schools form (SIAMS).

This policy should be read in conjunction with all subject policies, Assessment, Marking, Special Educational Needs and Disabilities (SEND) and all Equality policies.

What is Monitoring and Evaluation?
Monitoring is the systematic process by which staff and governors gather information to answer questions about the effectiveness of our school.

Evaluation is the judgment made on the effectiveness of actions taken, based on their impact on the quality of children's learning and on the targets set by the school.

Aims of Monitoring and Evaluation
Through monitoring and evaluating our performance we seek to:
- establish how well we are performing
- identify our strengths and areas for development
- celebrate our strengths
- ensure actions are targeted to address any weaknesses at the earliest stage
- inform the cycle of school development planning
- allocate and use resources in the most effective way
- develop a whole school systematic approach to collecting information, reviewing and evaluating the quality of educational provision.

Principles of Monitoring and Evaluating
There is an annual schedule for monitoring different aspects of the school by the Senior Leadership Team, subject leaders and governors. This includes the current school priorities in the School Development Plan (SDP).

The monitoring and evaluation process is rigorous and thorough and:
- gives a whole school focus on the key priorities as set out in the School Improvement Plan
- involves the Head Teacher, staff, governors, children, their parents and the whole community
- provides information on the performance of different groups of children e.g. SEN, ethnicity, gifted and talented, gender, inclusion, attendance
- enables self- reflection and improves professional development
- is planned, systematic, realistic and achievable
- covers all aspects of school life, including our provision to support Pupil Premium children (PPG) and implement the PE Funding Initiative.
- helps us to learn from the past and move forward with confidence
- supports and extends the work of the school

- ensures we all work to agreed criteria
- ensures that the work of the school is encapsulated in its policies and practice
- ensures that comparative information is used to place the school's performance in a wider context
- contributes to school effectiveness through the setting of appropriate and achievable targets.

Strategies for Monitoring and Evaluation

We use the following process to monitor all areas of the work of the school. This provides a framework for evaluating performance, setting targets, planning, taking action and monitoring progress.

The components are:
- How well are we doing?
- How does it compare with other schools/groups?
- What are the areas that could be developed?
- How can they be improved?
- What must we do to make it happen?

The Action Plan:
- what do we need to change?(targets);
- what do we need to do? (objectives);
- how are we going to do this? (actions);
- who will take responsibility for doing it? (lead person);
- How will we know when we have achieved it? (success criteria);
- who is going to check it is done? (monitored by);
- what can we compare this with? (evaluated through);
- when will we check progress? (time scale).

6. Ensure understanding by those involved and carry out the action plan
7. Review progress at appropriate intervals.

Staff and governors agree the most appropriate monitoring strategy, according to the area of focus and monitor the following areas:

- Teaching and learning in the school, in particular, how effective we are in meeting the requirements of the national curriculum
- Standards of work and progress, including analysis of our results against local and national data
- The implementation of the School Development Plan which includes annual priorities for improvement
- The learning environment
- The attitudes, behaviour and general discipline of the children, attendance and inclusion
- equality across all areas of the school
- The aims of the school and how we are achieving them
- The curriculum, including areas of learning in the Foundation Stage
- Planning, assessment and record keeping
- The impact of staff training and performance management
- The implementation and effectiveness of school policies, including statutory policies
- The purchase, deployment and effective use of resources, including major spending decisions

- Special Educational Needs and Disablilities (SEND) support, PPG support
- Health and safety issues, financial management and administration processes.

We do this through:
- observations of children at work and play
- scrutiny of children's work
- reviewing planning
- learning walks
- analysing school assessment data and standardised assessments including Standard Assessment Tests (SATs) results
- pupil and staff interviews
- parent consultation
- evaluation sheets and questionnaires to the wider community
- external inspection reports e.g. School Improvement Partner (SIP) reports, Ofsted, SIAMS
- analysis of resources and organisation
- benchmarking data to compare results against similar schools locally and nationally.

Roles and Responsibilities

Within a professional learning community, everyone must take responsibility for reflecting on their own contribution to school improvement and identifying opportunities for personal, professional and academic development.

The Headteacher is responsible for providing a culture in which monitoring and evaluating all aspects of the school is approached with trust and mutual respect to improve children's achievements and the success of the school. The Headteacher draws up the annual monitoring schedule to reflect current improvement or strategic priorities alongside the agreed foci for each term. The Headteacher ensures the governors have the appropriate access to information to allow them to carry out their monitoring and evaluation responsibilities.

The Senior Leadership Team is responsible for the implementation of the SDP and the tracking of school achievement and different aspects of the curriculum and policies. They meet termly with each class teacher to review progress of children. Their work provides the data and evidence for updating school evaluation. As line managers they are accountable for the work of other members of staff through the performance management process.

Subject leaders are responsible for the effective teaching of their subject and for evaluating the quality of learning and the achievement of groups of children. They analyse and interpret data on children's performance against school and individual targets and other comparative data. They ensure curriculum coverage, continuity and progress and provision of suitable resources.

Class teachers are responsible for inputting assessment data for their class at agreed times during the year; monitoring and evaluating the performance of the children in their class to inform their practice and future planning. They evaluate the regular assessments to ensure appropriate progress of the children and meet with the SLT each term to review progress.

Children are expected to reflect on their work and achievements and to find ways to improve their performance. Their views are sought on school policies and classroom practices as individuals and through school committees such as the School Council.

Governors are responsible for making strategic decisions and acting as a critical friend to the SLT. They monitor the SDP, the progress/achievement in school against school targets, national and local

data. They analyse trends and monitor school policies. Governors have regard to best value and good practice when evaluating resources and processes. They do this through observations in school, analysing the Head Teacher and SIP reports and through the governor committees.

The criteria for monitoring and evaluation

1. Teaching and learning
- ✓ Lesson observations with a focus are judged against Ofsted criteria.
- ✓ Planning is effective and shows clear learning objectives, differentiation and high expectations.
- ✓ Teaching reflects these clear learning objectives, with differentiation, high expectations and lessons that are well paced.
- ✓ A range of assessment strategies are used.
- ✓ A variety of teaching strategies are used which are appropriate to the learning objectives.
- ✓ Teaching engages and stimulates children and develops creative thinking.
- ✓ Teachers demonstrate a sound knowledge of the subject.
- ✓ Children are given opportunities to develop independence in their learning.

2. Standards of work and progress
- ✓ The standard of work in children's books, displays, etc. indicates that progress is being made.
- ✓ Children's work is marked in accordance with the Marking Policy; here is evidence of next steps
- ✓ Children's achievements are broadly in line with or above national levels.
- ✓ Individual children are working at or towards their targeted level.
- ✓ Appropriate support is in place for children with special needs and PPG pupils and challenge is provided for more able children.
- ✓ Presentation of work is of a high standard and reflects the school's policy.
- ✓ The work reflects the teachers' high expectations.

3. The School Development Plan (SDP)
- ✓ Monitoring the SDP depends on the actions in the plan and might include criteria from any of those listed in this policy. The Head Teacher reports each term to the full Governing Body on the progress being made. The General Committee has the immediate responsibility to monitor specific areas of the plan.

4. The learning environment
- ✓ Displays are fresh, imaginative and reflect the best work of individual children.
- ✓ Displays are varied and, over time, consist of: art work; the written word; mathematical representations; science work; as well as work from other areas of the curriculum.
- ✓ There are interactive displays that provide a stimulus, reference or teaching points.
- ✓ The classroom is tidy and children have an established routine of keeping their own workspace tidy.
- ✓ There is an atmosphere conducive to learning.
- ✓ There is safe access to classroom equipment.
- ✓ There are established procedures for using specific equipment.

5. Attitudes, behaviour and general discipline
- ✓ The children are expected to:
- ✓ sign and adhere to the Home-School Agreement
- ✓ work towards taking responsibility for their learning and their homework

- ✓ contribute to the working atmosphere in class
- ✓ demonstrate the ability to stay on task for periods of time appropriate to their age
- ✓ demonstrate the ability to work cooperatively and independently
- ✓ obey the school rules
- ✓ respect school and personal property
- ✓ be polite to each other and to adults in school
- ✓ be polite and well-behaved on school trips and when representing the school in events away from school, e.g. sports fixtures, concerts
- ✓ move around the school safely; enter and leave the hall quietly; behave appropriately during collective worship and other assemblies.

6. Aims of the school
We aim to ensure that:
- ✓ there is a strong partnership between home and school
- ✓ the work of the school is underpinned by Christian values
- ✓ the school provides education of quality and variety which enables every child to succeed
- ✓ children make choices and develop personal responsibility for their actions
- ✓ children respect and are polite to staff, visitors and each other
- ✓ children are self-confident and self-disciplined
- ✓ the environment is conducive to learning
- ✓ staff have high expectations of children's work and behaviour.

7. Curriculum, assessment and record keeping
- ✓ Planning shows that statutory requirements of the National and Foundation Curriculums are being met.
- ✓ Planning indicates that the National Primary Strategy is being delivered effectively.
- ✓ Schemes of work which support progression in learning are in place for all subjects.
- ✓ Assessment informs target setting and teachers' planning.
- ✓ Marking of children's work is in accordance with the school's policy.
- ✓ Children's assessment records are kept in accordance with school procedures and these are effective in indicating achievement.

8. School policies
- ✓ Policies reflect the mission and ethos of the school.
- ✓ Staff and children are familiar with appropriate school policies.
- ✓ Procedures in policies are followed.

Reviewed annually