

# Hindley J and I School



## Monitoring and Evaluation Policy

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## **Introduction**

At Hindley Junior and Infant School we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. Our school development is driven by our School Improvement Plan (SIP). To ensure 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.

**Monitoring** is the means by which we gather information. 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** is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

## **Aim**

We believe that effective monitoring and evaluation:

- ✓ Fosters school improvement;
- ✓ Creates a culture of high expectations and aspirations, academically and socially;
- ✓ Ensures the consistent application of policies and procedures;
- ✓ Promotes excellent learning and teaching throughout the school;
- ✓ Identifies strengths and the needs for professional development;
- ✓ Provides information to support self evaluation;
- ✓ Ensures that every child is making good progress and is appropriately challenged.

At Hindley J and I, we use monitoring and evaluation to support improvement across all areas of school life, these include:

- ✓ The quality of teaching and learning, and the effectiveness of strategies for improving teaching;
- ✓ The achievement and progress of all groups of pupils, including SEND and those for whom pupil premium provides support, relative to other schools nationally;
- ✓ The satisfaction of pupils and their parents;
- ✓ The use of pupil premium and primary school sport funding to improve the quality and breadth of PE and sport provision;
- ✓ The use of performance management and the effectiveness of professional development;
- ✓ The school curriculum and how well it promotes good progress and high levels of achievement and behaviour.

## **Roles and Responsibilities**

### **Senior Leaders**

- ✓ 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 (e.g. 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.

## **Middle Leaders**

- ✓ To undertake monitoring and evaluation activities;
- ✓ To ensure that information generated from monitoring and evaluation is collated, analysed and is used to secure school improvement;
- ✓ To monitor the progress of the School Improvement Plan (SIP)

## **Governing Body**

- ✓ 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;
- ✓ To receive monitoring and evaluation data in order to review the information and consider its implications;
- ✓ To receive SIP updates on a regular basis.

## **The Quality of Teaching**

### **Lesson Observations**

The Head Teacher (HT) and/or Deputy Head Teacher (DHT) observes all teachers three times per year. The HT and/or DHT, in consultation with the teacher, will agree the observation date and time. 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, Phase Leaders, Subject Leaders and staff with Teaching and Learning Responsibilities also take part in classroom observations as part of their continuing professional development.

The School Improvement Partner meets with the Head and Deputy Head Teacher to monitor the quality of teaching and learning as appropriate, but at least annually. These visits support schools ability to identify whole school strengths and weaknesses and this forms part of the School Improvement Plan.

Support staff are observed at three times a year by a Senior or Middle leader. Monitoring activities for support staff are agreed according to identified need or areas for development. This is part of their performance management structure and/or as part of the school improvement process.

### **Drop In Observations**

These are information gathering and not connected to performance management or capability procedures. The Head, Deputy Head teacher and senior leaders will undertake 'drop in' observations as part of their statutory responsibilities, under the School Teacher's pay and Conditions Document (STCPD) for keeping the work of the school under review and ensuring that proper standards of performance are maintained. Reasonable notification will be given to staff in advance that a drop in observation may take place or that a regular pattern of drop-ins has been established. Feedback will be given where appropriate.

### **Learning Walks**

Senior, middle and subject leaders of the school will undertake 'Learning Walks'. A series of organised and highly structured enquiry walks through the classrooms of the school in order to collect evidence about teaching and learning, evidence of progress and areas for development. Staff will be involved in the planning of learning walks including dates and times, purpose or focus and arrangements for sharing feedback.

### **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. Senior and Middle leaders, Key Stage Leaders and Subject Leaders will find out the pupils attitude towards learning through 'work analysis' and 'pupil voice' interviews with the children. This evidence helps us to make evaluations about the impact of the School Improvement Plan and continually develop the school improvement process.

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

Staff gather evidence about standards and where appropriate carry out termly moderation and scrutiny of the children's work. Staff use the evidence to inform teaching and learning and future planning.

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

Subject leaders monitor subject areas through learning walks, pupil voice, scrutiny of work and standards.