Woolenwick Junior School

Policy Name	Monitoring and Evaluation
Created by	MC
Responsibility of	Improvement Committee
Reviewed by	MC
This Review Date	Sept 2015
Next Review Due	Sept 2018
Cycle	3 year
Approved by Full Governing Body / Sub committee / individual governor (please place name in box)	Sub Committee
Policy will be published	Website

Version History

Version	Amendments	Date	Author
V1	Original document	Jan 11	MC
V2	Review	Sept 15	MC

This policy has been written for Woolenwick Junior School, but also covers the Stevenage North Children's Centre Group and the out of school provision BLAST Club. Where 'Headteacher' is mentioned, this will mean 'Group Manager' for Children's Centre staff and 'BLAST Manager' for BLAST staff. Other school positions will apply to the equivalent positions in the other organisations

1 Introduction

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. This gives us information on which we can base future decisions about the development of the school.

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, based on their impact on the quality of the children's learning.

2   Monitoring and Evaluation framework

2.1 Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year.

2.3 A timeline for subject leaders outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation. (see Appendix 2 below)

3   Roles and Responsibilities

3.1 Senior Leadership Team
- To ensure that the Leadership Team, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Woolenwick Junior School to develop and improve;
- 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 Leadership Team (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.

3.2 Subject Leaders/Team Leaders
- 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.

3.3 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 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.
- Produce a calendar for Governor monitoring visits (see below)
- Agree a pro forma for visits resulting in consistent reporting to the GB. (see appendix 2)

Appendix 1

		Achievement and Standards	Teaching and Learning	Leadership and Management
		Autumn Term	Spring Term	Summer Term
SLT	Monitoring	- Head Teacher/ Performance Management - Lesson observations - Learning walks - Provision mapping - APP meetings - Pupil progress - Raise on line analysis - Ongoing monitoring of planning - Literacy and Maths work/planning scrutiny - Meeting with HIP	- Lesson Observation (linked to SDP) - Ongoing monitoring of planning - Literacy and Maths work/planning scrutiny - Learning walks - Provision mapping - APP meetings - Pupil progress	- Lesson Observation (linked to SDP) - Parent/Parent/Pupil Questionnaire - Initial analysis of SATs - Ongoing monitoring of planning - Literacy, Maths and Science work/planning scrutiny - Learning walks - Provision mapping - APP meetings - Pupil progress
	Evaluation	- Performance Management review and target setting - Formalise SDP - Review SEF/HT Report to governors - Meeting with HIP - Evaluation of SDP (Term 1) - Evaluation of Pupil progress, APP meetings, Provision Mapping	- Performance management mid-year review - Subject Leader Action Plan mid-year review - Review SEF/HT Report to governors - Meeting with HIP - Evaluation of SDP (Term 2) - Evaluation of Pupil progress, APP meetings, Provision Mapping	- Initial Target Setting Meetings - Draft SDP - School Profile - Review School Profile - Review SEF/HT Report to Governors - Meeting with HIP - Evaluation of SDP (Term 2) - Evaluation of Pupil progress, APP meetings, Provision Mapping
Subject Leader	Monitoring	- Data/raise online analysis (core subjects) - Planning and or work scrutiny - Key subjects (Science and Computing), including core subjects, to create action plans to outline areas of development and focus. - For other subjects, focus on SDP actions for all subjects.	- Monitor planning and or work scrutiny - Pupil interviews - Mid year review of subject leader action plan. - Subject Leader Action Plan mid-year review	- Learning journey scrutiny - Subject report - Initial analysis of optional SATs - Collect evidence/ samples of work
	Evaluation	- Formalise Action Plan - Summary to SLT: - what are standards in my subject? How do I know?	Summary to SLT: - what is the standard of teaching and learning in my subject? How do I know?	- Subject report - Action Plan for following year - Summary to SLT: - what is the standard of leadership and management in my subject? How do I know?

Appendix 2

Governors monitoring visit pro forma

OFSTED states: '*If governors are to monitor and evaluate the school's work they need to visit the school. When handled well these visits build up trust and respect between staff and the governing body, and they allow governors to monitor the school's work in a way that is far more supportive than if they just attend meetings. The visits to school by governors work well when the focus of the visit is agreed in advance and understood by all involved.*'

Curriculum monitoring visit report				
Name of Governor			**Date**	
Designated linked role				
Member of staff and position				
Curriculum area				
What priorities/ purpose will be the focus of the visit?				
Ask the following questions taking into account the SDP				
1. **What specific actions have been put into place for the curriculum area ?**				
2. **What does this look like in the classroom/ school?**				
3 a) **What evidence is there of impact (including standards)** b) **How are you collecting the evidence.**				

4 How do you find the provision of resources?
5. What is the plan for your subject area for the next term?
6. Do you have any training planned?
8. Give an example of how themed days or school trips have enhanced pupils' learning in your subject.
Any other comments or recommendations for the GB

An equality of time served in monitoring is not a goal of this governing body, however where a commitment is made by a governor to visit and report their findings, all other governors share a responsibility to review the report and when appropriate discuss the matter at the next meeting.

Print this form to take with you into school to make notes and then use the electronic version to fill in your answers. Send to the Head Teacher and the member of staff you visited for possible alterations and to check its accuracy. Once agreed by all it can be sent to the Clerk for distribution before the next meeting.

Thank you for attending school to carry out this monitoring visit, please also thank the staff you visited.

Governing Body Monitoring Calendar

Monitoring visits are detailed in the designated linked roles for governors which is displayed in the staff room and the website. Governors all have a linked role where monitoring of this area is their responsibility. A dedicated governor also co ordinates the visits.