

Woodland Grange Primary School & Pre-School



Monitoring and Evaluation Policy

November 2016

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Introduction

At Woodland Grange, we believe that the process of self-monitoring, evaluation and development enables us to maintain and extend good practice whilst helping us achieve our stated aims effectively.

We aim to:

- maintain and develop 'good practice' based on valid and secure foundations which review standards, the curriculum, learning and teaching, pastoral care and the effectiveness of leadership and management.
- establish a process that is:
 - focused
 - purposeful
 - rigorous
 - manageable
 - participative
 - valid
 - measured against expected outcomes
 - cost effective
- foster a sense of common purpose
- involve and use a wider range of expertise and perspectives
- enhance the professional development of those involved
- encompass an ethos of self-evaluation and self-development at the heart of the process.

Definition

- **Monitoring** is the process of gathering information about actual practice and performance and ensuring that what is planned to happen is actually happening.
- **Evaluation** is about checking on the effectiveness of the process, task or outcome. It is about making judgements on the information found from monitoring. Its purpose is to make improvements.

Therefore, we monitor and evaluate in order to make informed judgements about progress and change to move each area of learning, teaching and school life forward.

Purpose

We believe it is important to establish our own valid measures of practice, achievement and progress within a climate of increased accountability that includes – external inspection, national testing, target assessment/benchmarking and parental choice.

Involvement

The whole school is involved at different times and to varying degrees, so that the monitoring and evaluation process is effective:

- Head teacher (taking the role of lead inspector)
- Teachers (taking the role of inspector/critical friend)
- support staff
- governors (taking the role of critical friend)
- children)
- parents) feedback through surveys
- the wider community.)

The benefits of such involvement are:

- the maintenance/development of good practice
- a more manageable process
- use of a wider range of expertise
- professional development/raising of awareness
- more informed strategic planning
- increasing a common sense of purpose/direction
- climate of self-evaluating, self-developing school.

Process

The process includes:

- identification of clear manageable foci
- agreement of appropriate personnel to carry out the work
- the establishment of expected outcomes/strategies to gather information
- the setting of realistic timescales
- the distribution of information gathered to those involved
- evaluation of outcomes and action to be taken
- development/implementation of Action plans for maintenance/improvement.

Monitoring and Evaluation Strategies

The following tables illustrate current school-based monitoring and evaluation strategies, people involved, timings and expected outcomes.

School-Based Monitoring and Evaluation Strategies

Aspects	Monitoring Strategies	Personnel	Timing	Evaluation of expected outcomes
Intake of pupils	<ul style="list-style-type: none"> Baseline Assessment (School and FS profile on entry) Pupil Profile from Parents Parents Induction Questionnaire 	<ul style="list-style-type: none"> Reception Staff Headteacher 	<ul style="list-style-type: none"> Beg. and end of Foundation Stage On entry 	<ul style="list-style-type: none"> Individual and year group profiles Parent satisfaction with process
Standards of Achievement	<ul style="list-style-type: none"> Moderating – creating and updating school portfolios Work sampling in all subject areas across key stages Subject co-ordinator study of planning. Analysis of assessment data and National Assessments (SATs and phonics screening check) Tracking of data and targets 	<ul style="list-style-type: none"> Whole staff Subject Leaders SMT /Literacy & Numeracy Coords 	<ul style="list-style-type: none"> Ongoing Termly As prioritised National - annually Internal - termly Ongoing 	<ul style="list-style-type: none"> Class/year group/key stage work moderated Common standards are evident across each year group. Work is progressive. Curriculum coverage. Learning is creative, stimulating and challenging. T&L at least good but mainly outstanding. Value-added profiles Vulnerable learners identified and support given.
Quality of Teaching	<ul style="list-style-type: none"> Monitoring planning against policies and agreed criteria Lesson observations Performance Management Professional development interviews Lesson self-review Inset (internal and external) 	<ul style="list-style-type: none"> Co-ordinators Head teacher KS Leaders Staff Staff 	<ul style="list-style-type: none"> On-going As prioritised Annually Annually Ongoing Ongoing 	<ul style="list-style-type: none"> Consistency and progression across year groups Personal targets set Evaluation of practice. Good practice shared
Quality of Learning	<ul style="list-style-type: none"> Lesson observations Study of children's books Planning Marking Teacher assessments Progress against pupil targets Pupils' attitude to learning 	<ul style="list-style-type: none"> Head/Co-ords Whole Staff Co-ordinators Whole Staff SMT Teachers and pupils 	<ul style="list-style-type: none"> As prioritised Termly Ongoing Ongoing Annually/Termly Ongoing Annually 	<ul style="list-style-type: none"> Ongoing improvement Consistency across Yr Gps Consistency A4L principles in place. Consistency of teacher assessment Targets met/adjustment to teaching and learning style Positive attitude

Aspects	Monitoring Strategies	Personnel	Timing	Evaluation of expected outcomes
Quality and Range of the Curriculum	<ul style="list-style-type: none"> • Planning – monitoring of teacher planning • Monitoring for evidence of continuity and progression • Governor oversight and resource management (curric. and finance) • Subject policies reviewed 	<ul style="list-style-type: none"> • Co-ordinators • KS leaders • Subject leaders • Governor (curriculum committee) • Subject leaders 	<ul style="list-style-type: none"> • Ongoing • Annually 	<ul style="list-style-type: none"> • Broad, balanced curriculum in place • Resources effectively deployed. • Gov. subject knowledge/critical friend feedback.
Assessment, Recording and Reporting	<p>FS Profile/KS1 Assessments/ Teacher Assessments - analysing information and the monitoring of data:</p> <ul style="list-style-type: none"> • Prior attainment • Attainment and progress (termly and annually) • monitor pupil groups (pupil premium, SEN, white British) • comparisons against National and Leics. Averages • moderation across the school • Annual Report to parents 	<ul style="list-style-type: none"> • Assessment/PP Leader/SMT • SMT • SMT • Headteacher 	<ul style="list-style-type: none"> • Ongoing • Annually 	<ul style="list-style-type: none"> • Effective differentiation of work and rate of progress • Rate of progress tracked • Consistent judgements and issues identified • Trends evaluated
Pupils with SEN	<ul style="list-style-type: none"> • Identification of children • Review of IEPs and Statements • Annual Reviews • Review of ongoing input by SEN support staff • Differentiation in planning and teaching • Assessment results 	<ul style="list-style-type: none"> • Staff • SENCO • SENCO/Head • Head/SENCO • SENCO • SENCO 	<ul style="list-style-type: none"> • Ongoing • Termly • Annually • Annually • Ongoing • Annually 	<ul style="list-style-type: none"> • Effective provision for SEN
More Able Pupils	<ul style="list-style-type: none"> • Identification of children • Data analysis and target setting • Differentiation in planning and teaching • Out of class/additional provision 	<ul style="list-style-type: none"> • MAGAT lead in school/SMT • Class teacher 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Effective provision for more able pupils

Aspects	Monitoring Strategies	Personnel	Timing	Evaluation of expected outcomes
Pupil Premium	<ul style="list-style-type: none"> • Identification of children • Monitor financial spend • Data analysis and target setting • Additional provision in classroom 	<ul style="list-style-type: none"> • PP lead/SMT • Class teachers 	<ul style="list-style-type: none"> • Termly 	<ul style="list-style-type: none"> • Effective provision for PP entitled pupils
Efficiency of School	<ul style="list-style-type: none"> • Budget reviews • Resource needs annual audit • Staffing reviews • Review of policy documents, as on Governors' Development Plan • Time Management 	<ul style="list-style-type: none"> • Head/Bursar • Staff • Staffing Com. • Governor • Committees • Staff 	<ul style="list-style-type: none"> • Termly • Annually • Annually • Ongoing • Ongoing 	<ul style="list-style-type: none"> • Improved budget allocation • Expenditure in line with SDP priorities
Attendance	<ul style="list-style-type: none"> • Registers – 9.30 a.m. phone calls to parents • Analysis of figures in annual report to governors • Educational welfare officer school visit • School attendance target • Returns to LA/class teachers 	<ul style="list-style-type: none"> • School office • Head • EWO • Head • School office/teachers 	<ul style="list-style-type: none"> • Daily • Annually • Monthly • Annually 	<ul style="list-style-type: none"> • Unauthorised absence checked • Incidents of poor attendance/punctuality identified and improved • Target met and improved year on year
SMSC Development	<ul style="list-style-type: none"> • Day to day observation • Assembly planning format • RE Policy • Behaviour Policy • Anti-Racist Policy Statement • Gender Equality Policy • Disability Policy • Equal Opportunities Policy • School Council 	<ul style="list-style-type: none"> • Head • Head/Coordinator • RE Co-ordinator • Head 	<ul style="list-style-type: none"> • Ongoing • Termly • Annually 	<ul style="list-style-type: none"> • Development of ethos • Positive reinforcement of behaviour
Links with Parents	<ul style="list-style-type: none"> • Induction Questionnaire • Questionnaire on school satisfaction • Questionnaires on specific issues • Reports to parents • Open Mornings • Curriculum and Hands-on evenings • Parent Interview feedback 	<ul style="list-style-type: none"> • Head teacher • Staff 	<ul style="list-style-type: none"> • Ongoing • Termly • Annually • As required • Termly • Annually • Annually 	<ul style="list-style-type: none"> • Parent satisfaction • Parental involvement and greater understanding of the curriculum

Aspects	Monitoring Strategies	Personnel	Timing	Evaluation of expected outcomes
Pupils	<ul style="list-style-type: none"> Target Setting – individual/class/year groups/key stage/whole school Pupil Attitude Surveys School Council surveys Health and Safety Policy – Risk Assessments Child Protection 	<ul style="list-style-type: none"> Assessment Co-ordinator/SMT Head / staff H&S Co-ord Head 	<ul style="list-style-type: none"> Annually Termly Annually 	<ul style="list-style-type: none"> Pupils' expectations and needs catered for
Management and Admin.	<ul style="list-style-type: none"> Head teacher's report to governors Senior Management Team 	<ul style="list-style-type: none"> Head 	<ul style="list-style-type: none"> Termly Fortnightly 	<ul style="list-style-type: none"> Governor's overview Development and review of ongoing school practices
Staff Development	<ul style="list-style-type: none"> Head teacher's report to governors Teaching students (OLP/SCITT) CPD– internal/external Newly Qualified Teachers - mentoring Performance Management – teaching and support staff 	<ul style="list-style-type: none"> Head KS leaders/SENCO 	<ul style="list-style-type: none"> Annually Ongoing Annually 	<ul style="list-style-type: none"> Teacher knowledge and expertise addressed Best practice shared/needs met
Health and Safety	<ul style="list-style-type: none"> Risk assessments 'Walkabouts' Report to governors 	<ul style="list-style-type: none"> All Staff Committee Deputy Head 	<ul style="list-style-type: none"> Ongoing Termly 	<ul style="list-style-type: none"> Safety of environment for children and all personnel
Family of Schools/local development group	<ul style="list-style-type: none"> Headteacher meetings Subject leader meetings (through OLP) Work moderation Comparisons of results/assessment data 	<ul style="list-style-type: none"> Head Subject leaders SMT 	<ul style="list-style-type: none"> Termly Annually 	<ul style="list-style-type: none"> Subject knowledge shared Teacher expertise shared Cross-phase links Benchmarking comparisons

Although individuals or groups are identified as responsible for overseeing certain areas of the process, monitoring and evaluating is seen as a process that is undertaken collaboratively for the good of the school, but ultimately, the children.

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