



Monitoring and Evaluation Policy:

Principles behind monitoring the provision:

It is essential for any institution to have a true understanding of its strengths and weaknesses in order for progression and development to be achieved. The school is committed to a process which is fair and reflects the true everyday workings of the school and the quality of provision experienced by pupils day in day out. This information is then used to aid school improvement.

Introduction

At Birdsedge First School we seek to ensure that everything we do enables each child to fulfil their academic, social and emotional potential with a solid understanding of the Fundamental British Values at the core. To ensure that this happens, it is vital that the Senior Leadership Team, the Governing Body and all teachers play a part in monitoring and evaluating the practice, strategies and initiatives that are part of high quality teaching and learning as well as social and emotional development. This monitoring and evaluation informs us about how effective our actions are, and gives us a base from which we can identify and plan future developments.

Monitoring:

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 a systematic approach to delivering the curriculum;
- identifies the strengths and needs for continual professional development;
- offers an opportunity to celebrate and share progress and success;
- provides information to support the school self-evaluation;
- ensures consistency throughout the school;
- ensures that every child is making strong progress and is appropriately challenged.

Evaluation:

Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of the children's learning.

As well as our own internal evaluation tools, there are some external sources of evaluation which are regularly used by the school and also inform school development:

- GL Data analysis (EYFS, Phonics, KS1 and KS2)
- Ofsted reports
 - NCA tools
 - FFT aspire
 - External School Review

How the provision is quality assured?:

The school uses a range of processes in order to facilitate effective self-evaluation.

Work Scrutiny is used to assess the quality of work produced by pupils and marking and assessment quality.

School Improvement Focus Learning Walks

ongoing throughout the year, these are the main way of monitoring teaching and learning 'in action'. Staff meeting time highlights the focus for the week/term however set criteria is also included.

Lesson observations are used to evaluate the quality of teaching and learning taking place in the classroom when a concern has been highlighted.

Pupil, parent and staff voice is used to evaluate the opinion of stakeholders.

Protocols for work scrutiny:

The school uses work scrutiny in order to be able to evaluate levels of progress and challenge and the application of the school's marking and assessment policy. Specifically, Work Scrutiny:

- Checks that work is being marked or feedback is being given accurately and in line with the school's policy and that curricular targets are being set and acted upon.
- Checks the quality of the work set is appropriate and pupils' needs are being met.
- Evaluates the pace and challenge of learning

Work Scrutiny can be conducted in the following ways:

- Department or whole school collective evaluation.
- Random books are monitored as part of a lesson observation or walkthrough
- Senior and Middle/Subject Leaders conduct half termly work scrutiny
- Moderation across more than one school

Protocols for Lesson observations

Lesson observations are conducted throughout the year if a concern is highlighted through data, parental complaint or during informal learning walks. Newly qualified staff are monitored as part of their first two years induction process.

The purpose of lesson observations is to:

- Ensure accountability as part of the Appraisal process
- Check whole school T and L areas of focus are being addressed
- Identify strengths and developmental areas for individual members of staff
- Ensure that standards across school are high.

When conducting a Formal Observation, the following principles should be adhered to:

- The member of staff who is being observed should have some prior warning that the observation will take place.
- The Observer should be unobtrusive in the room so as not to disrupt the learning. Unless there is a danger to Health and safety, the observer should not interfere with the lesson or seek to discipline.
- The focus of the observation should always be progress. The observer should allow for innovation and flair in lessons and not always expect lessons to be traditional in format although it is expected that all lessons be objective lead.
- The observer should arrange to give feedback to the person observed within 48 hours but preferably within 24 hours.
- Any lesson notes should be kept confidential. A copy should be given to the Head Teacher for safe storage.

When giving feedback on a formal lesson observation, it is expected that the observer will do the following:

- Ensure there is a suitable place where a confidential conversation can take place free from disturbance
- There is a suitable amount of time available to discuss the lesson productively
- Let the person observed lead the session and utilise a coaching model to feedback if this is appropriate.
- Do not give a grading for the lesson but be very clear around strengths and areas for consideration. If there were significant concerns, then a return observation should be agreed and the Head Teacher should be notified.

At any time, a Senior Leader can conduct a Formal Observation to assess the quality of provision in an area.

Some observations may be paired to moderate judgements and as a developmental opportunity. Once a member of staff has been observed, feedback needs to be given within 48 hours. This feedback should always be given in a supportive manner and staff should have the opportunity to reflect on the lesson themselves before they are given feedback.

Any staff member, for whom concerns have been identified, (through observations, learning walks or work scrutiny) will be given clear targets to work on and then re-observed within a given time frame to identify if there is a pattern. If the re-observation highlights the concerns again, then the school will put in place some informal support for the colleague for example a support plan. The support plan will take place over a 6 week period but may be extended at the discretion of the Senior Leader responsible for Teaching and Learning. If sufficient and sustained improvements have not been secured then the school should consider a formal support plan which will form part of the first stage of informal capability.

Protocols for data analysis

Data is collected and analysed three times a year. Data is analysed to establish the progress of all pupils within a year group and the progress of designated cohorts.

Information regarding the Year 6 SATs tests will be gained, from Middle Schools, for pupils who attended BFS. These scores will be analysed in relation to their predicted targets before the children left first school. This will then form an action plan for future development with regards to the needs of the children.

Protocols for Drop ins

Learning Walks are when a member of staff conducts a series of short observations of between 5 -15 minutes in each classroom. The purpose of a Learning Walk is to help teachers and pupils improve by sharing good practice. The Headteacher, Middle/Subject Leaders and School Improvement Officer should conduct Learning Walks across school. These are focussed on Quality Assurance and monitoring of School Improvement priorities.

The principles behind 'learning walks' are as follows:

- It should have a specific focus such as starters, group work, objectives etc... which are shared with staff as part of the monitoring plan
- It should be used as a developmental tool to ascertain the quality of provision and identify areas of strengths and weakness for subject areas, individual teachers or particular classes.
- Individual feedback should not necessarily be given although group feedback may be appropriate. In some circumstances Leaders may feel it is appropriate to give specific feedback to staff.
- If anything is observed which does not meet expected standards in anyway, the observer should speak to the member of staff concerned to outline the concern and suggests ways forward. They should also set a date to return to that lesson in the following month to check things have improved. Should there be no improvement, Senior staff should follow the school's protocols for dealing with concerns around standards of teaching

Pupil/Parent/Staff Voice

Stakeholder voice is used to assess the quality of service provided and the opinions of all stakeholders on the strengths and weaknesses of the school.

The principles behind using pupil voice are as follows:

- To enable pupils to have ownership over their learning
- To improve the quality of teaching by understanding pupil perception
- It should be used to assess pupil perception of the quality of the learning taking place or to gauge feelings about wider issues in school.
- Pupil voice may take the form of interview, questionnaire or blogs. Samples of pupils may be random or aimed at specific groups.

The purpose of collecting parent voice is as follows:

- To enable parents to have a say in the running of the school and review its effectiveness for their own child(ren)
- To enable the school to factor into Action Planning the priorities of parents
- Parent and Staff voice should take place annually.
- Parent voice will be collected on Parents' Evening when all parents are expected to be in school

The purpose of staff voice is as follows:

- To enable staff to have a say in how effective the provision is and identify areas for improvement across all aspects of school.
- Parent and Staff voice should take place annually.
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The questions should be reviewed and set annually and should focus on the school's/subject's areas of improvement in order that progress towards targets can be judged.

Results of all surveys should be taken into account when the school identifies its areas for improvement.

Stakeholder voice is at its best when it is focussed, honest and constructive. It is least helpful when it is taken as an opportunity to 'complain'. Any staff, parents or pupils should direct complaints through the appropriate channel so that they can be dealt with appropriately.

Recording the School's Self Evaluation:

Whole school

The school keeps a record of its Self Evaluation in a document held centrally and shared by all members of the SLT. This document is divided into the key areas assessed by OFSTED under the new framework. The subsections are as follows:

Quality of Education

- How well pupils learn
- The quality of their work and the progress they have made since joining the school
- How gaps are narrowing between different groups
- The standards attained by the time pupils leave school
- The progress of pupils with SEND
- Standards and progress in Literacy and Mathematics
- How well teachers enthuse, engage and motivate pupils through high expectations
- How well teachers use AFL to assess, give feedback and plan to meet needs
- How well pupils are stretched and challenged
- How well pupils are taught to read
- How high teacher's expectations are for pupils and how these are communicated
- How the wider curriculum is planned and developed throughout school
- That learning of skills & knowledge is sequential

Behaviour & attitudes

- Pupils' conduct in lessons and around school
- Pupils' pride in their work and passion for learning
- Pupils' independence & growth mindset
- Pupils' attendance and punctuality
- Pupils' behaviour and attitudes towards others
- How well they are protected from bullying
- Views of parents/carers and pupils

Personal Development

- Pupils' ability to debate & discuss
- How well British Values are embedded within the curriculum and ethos of school
- Pupils' understanding of equality & diversity and how this is celebrated/promoted
- The range and quality of extra-curricular opportunities for all pupils

Leadership and Management

- Leaders and managers demonstrate ambition for pupils and improvements in their achievement
- Planned CPD to ensure staff are skilled in the necessary gaps according to their individual needs
- Self-evaluation is planned ensuring weaknesses are effectively tackled.
- How well leaders improve teaching and learning
- How effectively the school is improving and has capacity for sustained improvement
- The accuracy of the school's self-evaluation
- How leaders ensure the Curriculum is broad and balanced.
- The impact of governance on school improvement
- Equal opportunities for pupils and being engaged with the needs due to the local community
- Promoting confidence and having good relationships with parents
- Wider partnerships
- Safeguarding standards are high and procedures are effective
- How leaders ensure staff workload is manageable and morale is high

The school SEF is updated annually and should be a live document which informs the School Improvement Plan. Aspects of the SEF are reviewed at calendared slots throughout the year.

Curriculum Standards Files:

Each Subject within the curriculum has a File where the following information is (will be) recorded:

- Curriculum planned throughout EYFS-Yr5
- Action Planning for areas highlighted for development
- Copy of most recent data
- Monitoring records
- Copy of lesson observation sheets
- Completed work scrutiny evaluations and action points
- Completed 'drop in' evaluation and action points for development
- Any pupil Voice summary