



Endeavour Primary Academy Monitoring and Evaluation Policy

Endeavour Academy's Monitoring and Evaluation Policy supports our academy vision:

At Endeavour Academy children come first. Our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best. We have a wonderfully supportive ethos which ensures that our pupils are well behaved, hardworking, friendly and kind. We are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development.

To ensure that this happens, actions taken are regularly monitored and evaluated. These evaluations are used to inform decisions about the future of the school.

Monitoring is the means by which the school gathers information. It is done systematically across a range of activities within the school. Effective monitoring:

- promotes excellent learning and teaching throughout the school
- ensures excellent planning and delivery of the curriculum
- identifies the strengths and needs for development, including 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 progress and is sufficiently challenged

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

Monitoring and evaluation are part of a planned process and involve different people over the course of the year. The school's performance is regularly reviewed as part of an annual cycle.

Roles and Responsibilities

1. The role and responsibility of the Academy Improvement Committee (AIC) is to have oversight of key educational aspects of the school including pupil achievement, attendance, SEND, the use of the pupil premium and attendance. The AIC monitors and evaluates the impact of the policies and the progress of the Academy Improvement Plan (AIP) through:

- termly reports from the head teacher about progress of actions on the AIP
- AIC enquiries

2. The roles and responsibilities of the head teacher are:

- to ensure that all staff and the Academy Improvement Committee (AIC) understand the purpose of monitoring and evaluation is to enable the 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 activities which cannot be delegated and which are the responsibility of the headteacher
- to ensure that the data generated from monitoring and evaluation is collated, analysed and used to inform future planning
- report to the appropriate audience, including the AIC, 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

The **head teacher** monitors the impact of policies and the progress of the AIP (Academy Improvement Plan) through:

- discussions with staff, pupils and parents; observation of pupils learning and at play
- observation of staff and scrutiny of their planning and pupils' learning and their books including during termly Trust enquiries
- engaging with staff in planning activities
- analysis of performance data

The head teacher regularly reviews, with staff, the work of the school and from the evidence evaluates and changes the way in which policies are implemented. Major changes and reasons for them are reported to the AIC each term.

3. The roles and responsibilities of Phase Leaders (EYFS, KS1 and KS2) and Special Educational Needs (SEN) leaders are to:

- ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about development and recognition of achievement
- carry out those monitoring and evaluating activities which are delegated to them as part of their roles and responsibilities, and as an outcome of Performance Management

These leaders monitor and evaluate the impact of specific policies and areas of the AIP through:

- discussions with staff, pupils and parents
- observation of lessons, scrutiny of planning and pupils' work
- engaging with staff in planning activities
- analysis of performance data

4. Class teachers monitor the work of the pupils and evaluate their responses to teaching methods, resources and assessment information. They review and evaluate their practice on a daily basis and record the methods and outcomes in their daily planning and assessments.

5. Other members of staff working with pupils monitor their attendance, behaviour and learning in relation to the school policies and practice; they review regularly with class teachers, the need for changes in practice.

6. Pupils monitor their own progress through self and peer critique and through reflection on achievements in all aspects of their development. Their views are sought on practices emanating from school policies that affect the way in which they learn and develop as citizens.